



Civilian Leadership Development School



PROGRAM AND STAFF GUIDE





CONTENTS

3 **WHY WE EXIST** *MISSION/VISION STATEMENTS*

4 **SCHOOL OVERVIEW** *HISTORY
CIVILIAN DEVELOPMENT DATA
GOALS AND LINES OF EFFORT
GUIDANCE AND AUTHORITY
ORG CHART AND COURSE LIST*

18 **CIVILIAN ASSOCIATE DEGREE PROGRAM** *PROGRAM OVERVIEW
COURSE DESCRIPTIONS*

29 **PROFESSIONAL CONTINUING EDUCATION** *PROGRAM OVERVIEW FOR REMAINING LINES OF EFFORT*

31 **LEADERSHIP DEVELOPMENT DEPARTMENT** *PROGRAM OVERVIEW
COURSE DESCRIPTIONS*

39 **MANAGERIAL/SUPERVISORY DEPARTMENT** *PROGRAM OVERVIEW
COURSE DESCRIPTIONS*

50 **WORKFORCE DEVELOPMENT DEPARTMENT** *PROGRAM OVERVIEW
COURSE DESCRIPTIONS*

56 **INNOVATION SUPPORT** *HUMAN RESOURCES SUPPORT
RESEARCH INTEGRATION*

58 **STAFF BIOGRAPHIES** *LISTED BY DEPARTMENT*

78 **COURSE SCHEDULES** *CURRENT COURSE SCHEDULES BY DEPARTMENT*

CIVILIAN DEVELOPMENT

Why We Exist...

“A modern, agile, information-advantaged Department requires a motivated, diverse, and highly skilled civilian workforce.”

2018 National Defense Strategy

Mission: Provide civilian undergraduate and professional continuing education and workforce development integrated with the Total Force.

Vision: The first choice for developing and executing Department of the Air Force Civilian force development education and training.

OVERVIEW

HISTORY OF THE SCHOOL

History of Air University and the Ira C. Eaker Center for Leadership Development

The Wright brothers established the first United States civilian flying school in Montgomery, Alabama, in 1910. By the 1920s, Montgomery was an important link in the growing system of aerial mail service. In the early 1930s, the Army Air Corps Tactical School (ACTS) moved to Montgomery, establishing Maxwell Field as the country's intellectual center for airpower education. Air University (AU) was established in 1946 and continues the proud tradition of educating tomorrow's leaders in air and space power for the Air Force, other branches of the United States armed forces, federal government civilians, and many international organizations. AU's worldwide reach enriches the careers of every Air Force member.

The Eaker Center for Leadership Development was originally activated on 1 October 1975 as the USAF Leadership and Management Development Center.

It was later re-designated as the Leadership and Management Development Center in April 1976, and then named after General Ira C. Eaker in December 1987. It assumed its current name on 1 October 2019.

History of the Civilian Leadership Development School (CLDS)

The establishment of the CLDS was approved by the Air Force Chief of Staff on 1 October 2019 as a directorate of the Ira C. Eaker Center for Leadership Development. This is the second time in history a school was dedicated to DAF Civilians. The school received its heritage from the USAF School for Civilian Personnel which was established in 1948 at Kelly AFB as a direct report to HQs Air Force, and then moved to Denver University in 1951. The school moved to Maxwell AFB in 1957 and was re-designated the USAF Personnel Development Center. In 1977, the school became part of AU's College of Professional Development, and in 1979, it was renamed the USAF Civilian School. It merged as a division within the Air Force Human Resource Management School, Workforce Development Division in 2000, which

ultimately became the Force Support Professional Development School (FSPDS).

In 2007, after an approved Air Force suggestion recommended the centralization and transformation of mandatory civilian supervisory training into online courses, the Civilian Force Development Panel and AF/A1D placed the responsibility for development, centralization of curriculum, and delivery of the initial mandatory supervisory learning within the Workforce Development Division in the FSPDS.

In 2009 and 2011, AF/A1 released policy stating the FSPDS was the only provider for the supervisory courses to meet 5 CFR 412.202 requirements. In 2012, the New Employee Orientation Course was transferred from Air Force Materiel Command to FSPDS along with the Supervisor's Resource Center (later re-designated as the virtual Force Development Center) under HQ AF/A1D direction. The Workforce Development Division continually evolved with the addition of foundational leadership courses for Civilian Airmen, as well as institutional competencies with an undergraduate degree to complement their professional continuing education program.

The Associate of Applied Science Degree in Leadership and Management began in 2017. In addition, the division provided courses as directed by HQ AF/A1 for institutional competency development and academic research under the Civilian Force Development Panel's direction.

For over 19 years, the civilian development mission grew in FSPDS with supervisory, leadership, and coaching courses until it was ready once again to separate into a school for enterprise-wide civilian development while keeping the Civilian Personnel functional mission in the FSPDS.

Today, the CLDS moves forward in this proud tradition. The CLDS projects it will offer education and training opportunities to over 50,000 Civilian Airmen per year. The data derived from student feedback and their engagement with the academic material provides a basis for the school's research efforts to think critically, act strategically, and support the force development of the Air Force in a fact-based manner.

WHO IS THE DAF CIVILIAN?

165,756
GS and WG
DAF Civilians

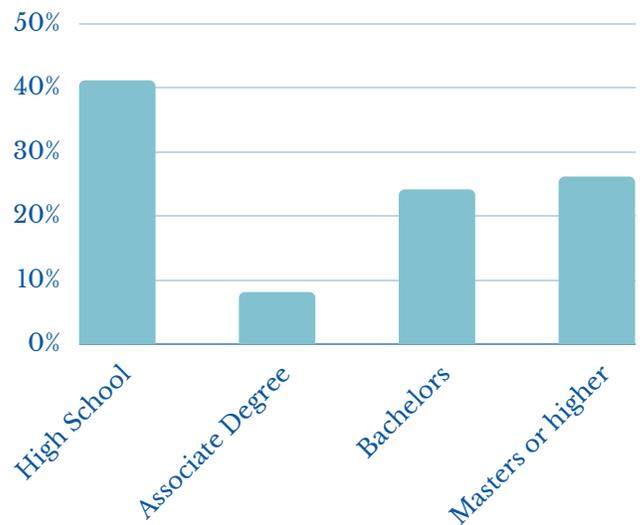
A look at current DAF Civilian education levels and developmental opportunities.

42%

NO COLLEGE DEGREE

Currently 42% of all DAF civilians have only a HS degree or some college classes, but no degree.

Per Oct 2020 MyPers statistics

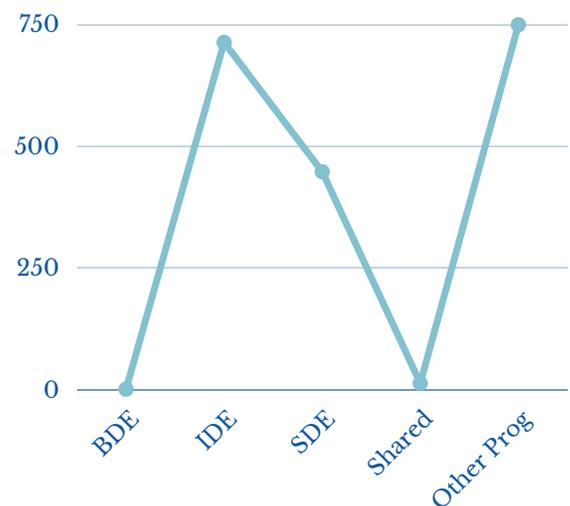


1%

FORMAL DEVELOPMENT

1,925 total Civilian Development Education developmental slots available for over 165,000 DAF civilians translates into 1% of civilians developed each year - *we plan to provide development opportunities to increase this number.*

Per Oct 2020 MyPers statistics



DEVELOPMENT CHALLENGES...

56% of civilians have no prior military experience.

Per Oct 2020 MyPers statistics



71% of field-grade officer equivalent positions filled by civilians. Number has risen 21% in the last three decades.

FS CFM 2019

Only 37% of Wage Grade employees surveyed have an Individual Development Plan or similar plan created to chart career development.

DAF FWS 2019 Survey



Only 33% of DAF civilians believe steps are taken in their unit to deal with a poor performer who cannot or will not improve.

2019 FEVS



FOUR GOALS

FOR THE SCHOOL



The establishment of the Civilian Leadership Development School (CLDS) culminated in over 15 years of our involvement in innovative civilian education and training. With the introduction of online learning, we can develop and deliver learning that meets the force development requirements for DAF Civilians around the world.

01

MEET FEDERALLY-MANDATED REQUIREMENTS

Our School delivers courses supporting over 30,000 managers and supervisors to meet federally-mandated requirements through a centralized development and delivery process. Our efforts originally resulted in DAF Civilians meeting DoD required learning on-time at approximately 50% cost avoidance for these mandatory courses. An additional mandatory course, New Employee Orientation (NEO) Course, extended the reach of our learning to all new DAF Civilians. Our efforts keep the Air Force in both legal and DoD policy standards for supervisory, managerial, and onboarding requirements. Since inception of our programs, we have educated over 100,000 students, and these students rated our courses with a 98% satisfaction rate.

30,000

MANAGERS AND
SUPERVISORS

50%

COST AVOIDANCE

02

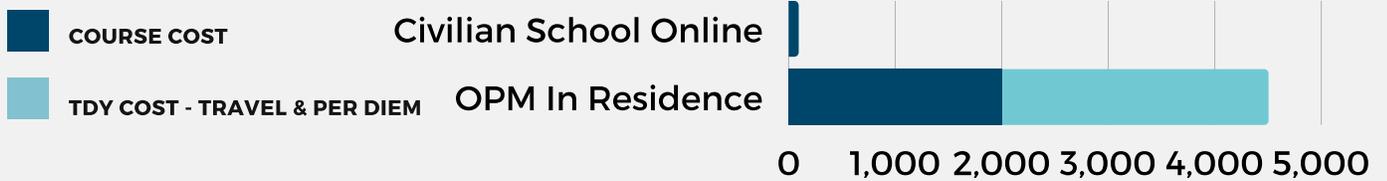
ACHIEVE EXCELLENCE BY LEVERAGING ONLINE LEARNING METHODOLOGY

We achieved excellence in the synchronous learning methodology by using webinar technology to simulate the in-resident classroom. Our instructors can teach to specific time zones, meeting students at their point of academic need. We furthered academic

excellence by using the workplace as a learning laboratory. Students learn concepts in the online classroom through webinars and self-paced readings while using their workplace for observation and project-based learning. These new insights allowed students to reflect their practical learning back to the online classroom, sharing a diversity of thought with other students across the Air Force. Courses employing this learning methodology include the Emerging Leader Course, Developing Team Leader Course, Civilian Associate Degree Program, and our soon-to-be released Coaching for Supervisor's Course.

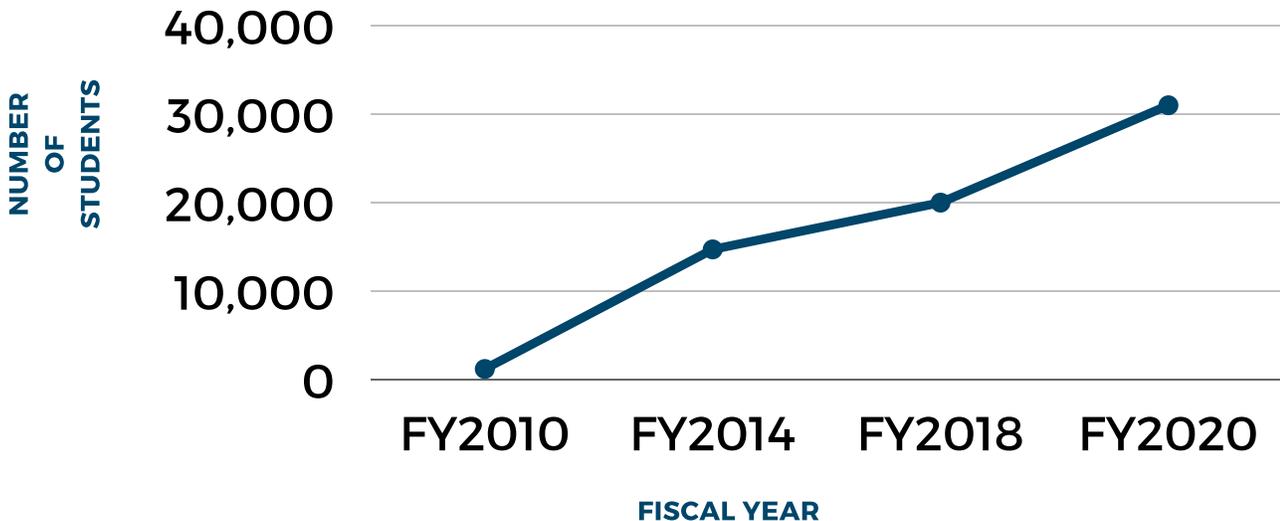
COST COMPARISON

IN RESIDENCE VERSUS ONLINE COURSES



SCHOOL'S STUDENT THROUGHPUT

DELIVERING COURSES USING ONLINE METHODOLOGY



03

SUPPORT PERFORMANCE MANAGEMENT

Performance Management Coaching serves as an emerging trend in both the workplace and as a leadership skillset. Coaching is well known to senior executive leaders as many have a coach to help them achieve leadership and performance excellence. Our focus centers on coaching skills in the workplace as a leadership competency and is also tied to the performance management system. The idea for workplace coaching stems from the initiation of the Defense Performance Management and Appraisal Program which encourages employee engagement as measured by the Federal Employee Viewpoint Survey. This approach also aligns with other performance management systems such as AcqDemo, Defense Civilian Intelligence Personnel System (DCIPS), and Cyber Workforce.

Our School has a total force capability with overall responsibility for 165,00 civilians and 2,000 military and civilian students, although our niche is the 80,000 DAF GS 1-12 and equivalent pay system civilians who are not eligible to develop through civilian developmental education.



5 OUT OF 10

GS 12 and under civilians have only a HS or associate degree level of education

Per Oct 2020 MyPers statistics

04

PROVIDE RESEARCH-BASED EDUCATION AND TRAINING

As the Air Force engages in a changing and challenging environment, our focus on research and workforce development helps us navigate this evolving space. Our research covers Professionalism, Leadership, Management, and Behavioral/Interpersonal studies tied to our curriculum. In addition, our Workforce Development Department will offer agile learning, which is short, targeted, and focused on the Civilian Airman and is produced in a timely manner for the emerging needs of the workforce. Our professionals have over 200 years of civil service experience with eleven terminally degreed faculty showcasing the experience and talent to positively affect DAF Civilians now and in the future.

FOUR LINES OF EFFORT

1

CIVILIAN ASSOCIATE DEGREE PROGRAM

Provides Civilian Airmen quality professional development through an Associate of Applied Science degree in Air Force Leadership and Management Studies.

2

LEADERSHIP DEVELOPMENT DEPARTMENT

Introduces civilians to leadership and management concepts at tactical, operational, and strategic levels. Excellent preparation for Officer Professional Military Education.

3

MANAGERIAL AND SUPERVISORY DEPARTMENT

Delivers federally-mandated supervisory and managerial courses. Performance Management Coaching integrates coaching skills with the performance management process.

4

WORKFORCE DEVELOPMENT DEPARTMENT

Provides new employee orientation and foundational employee development. Oversees the virtual Force Development Center and the “Supervisors and Leaders We Need” websites.



GUIDANCE & AUTHORITY

The school's four lines of effort support the Air Force's 165,000 GS and WG civilian employees, which comprises 24 percent of the total force. The primary target population is GS-12 and below and Federal Wage Service and equivalent employees who do not qualify for DAF Civilian enterprise developmental education.

However, it should be noted the CLDS offers courses and programs which include senior civilians and military personnel. To accomplish these lines of effort, the CLDS has structured its programs in alignment and preparation for Officer Professional Military Education (OPME) and other civilian developmental education centrally managed by the Air Force Personnel Center, yet our education is tailored to the specific needs of the Civilian Airman. These

needs fall into three broad categories: competency training, guidance awareness, and educational development.

A critical challenge facing the Air Force is providing leadership education to its current workforce and sustaining this training for future generations of leaders. A recent Rand Study, as well as the 2017 US National Security Strategy, the FY 2020-2021 Department of Defense Civilian Human Capital

165,756

DAF Civilians Supported

24%

of total force

GS 1 - 12

target audience

Operating Plan (HCOP), and the most recent Federal Employee Viewpoint Survey (FEVS), all note a similar finding with some key differences. The Rand Study focused on the lack of an integrated and deliberate education model for civilians, while the HCOP focused on cultivating civilian workforce talent and expertise as a strategic imperative. The FEVS is solely focused on engagement. This engagement involves what supervisors and managers can and should do to support their civilian workforce. Together, these studies and plans note everyone in the Air Force must learn to think more strategically, due to the ever increasing complex environments we operate in, while simultaneously creating high-performing organizations where all employees feel valued and engaged. The CLDS offers opportunities for Civilian Airmen to develop and grow in these complex environments.

Competency Focus

Competency learning mainly addresses needs in the interpersonal domain. It is designed to enhance the skills of the civilian employee so they can continue to perform at a high level to enhance the mission of their current organization and thereby the Air Force at large. The CLDS assists in this endeavor by offering interpersonal skills enhancement and employee engagement learning through coaching, mediation, and foundational skills courses and events.

Guidance Awareness

Guidance awareness ensures each Civilian Airman and supervisor understands the various regulations and guidance across the spectrum of the federal government. This guidance comes from the Office of Personnel Management (OPM), the Department of Defense (DoD), Air Force Instructions (AFIs), and other documents. Our New Employee Orientation (NEO) and mandatory Managerial and Supervisory Training courses fit into this category.

Educational Development

Educational development addresses the broader professional development needs of the Civilian Airman. In this regard, the CLDS provides high quality professional and undergraduate education designed to enhance the professional civilian force and to create future civilian strategic leaders through the associate degree program and leadership development courses.

SCHOOL MISSION BACKED BY:

- Law
- Air Force Instructions
- Air Staff (AF/A1) guidance and direction with Air University approval

FEDERAL MANDATES

5 United States Code (USC) 412.202, NDAA 2010 and the Department of Defense (DoD) Supervisory and Managerial Framework outlines the requirement for each agency to provide mandatory supervisory and managerial training for all supervisors, managers, and executives that supervise a civilian workforce.

AFI 36-2670 TOTAL FORCE DEVELOPMENT

Provides the guidance for the Civilian Associate Degree Program, Leadership Development, Workforce Development and Research. Following are applicable excerpts from the instruction which lay out the requirements for the CLDS.

1

UNDERGRADUATE DEGREE

Develops and manages an accredited undergraduate degree focused on Department of the Air Force Leadership and Management studies as it relates to the civilian workforce.

2

INITIAL AND CONTINUING TRAINING

Provides initial and continuing civilian training, education, and professional development courses for the civilian workforce that will increase an individual's proficiency level of AF institutional competencies and accomplish the AF mission. Provides initial and continuing civilian training, education, and professional development courses for the civilian workforce that will increase an individual's proficiency level of AF institutional competencies and accomplish the AF mission. (Also stated in the AF/A1 Mandatory Supervisory and Managerial Training Policy memo, dated 8 March 2018.)

3

VIRTUAL FORCE DEVELOPMENT CENTER

Executes and maintains the virtual Force Development Center according to civilian training, education, and professional development policies and criteria provided by AF/A1DI.

4

ACADEMIC RESEARCH

Faculty will provide academic research based on criteria established by the Civilian Force Development Panel to provide insight into future development needs of civilians.

STAKEHOLDERS

AETC

Force
Development
Command

**Career Field
Managers
and Teams**

**Staff
General
Counsel
Mediation**

DoD

Supervisor/
Managerial
Framework

**HQAF
A1/A1D
Functional
Manager**

OPM
Competencies
and Federal
Guidelines

SACSCOC

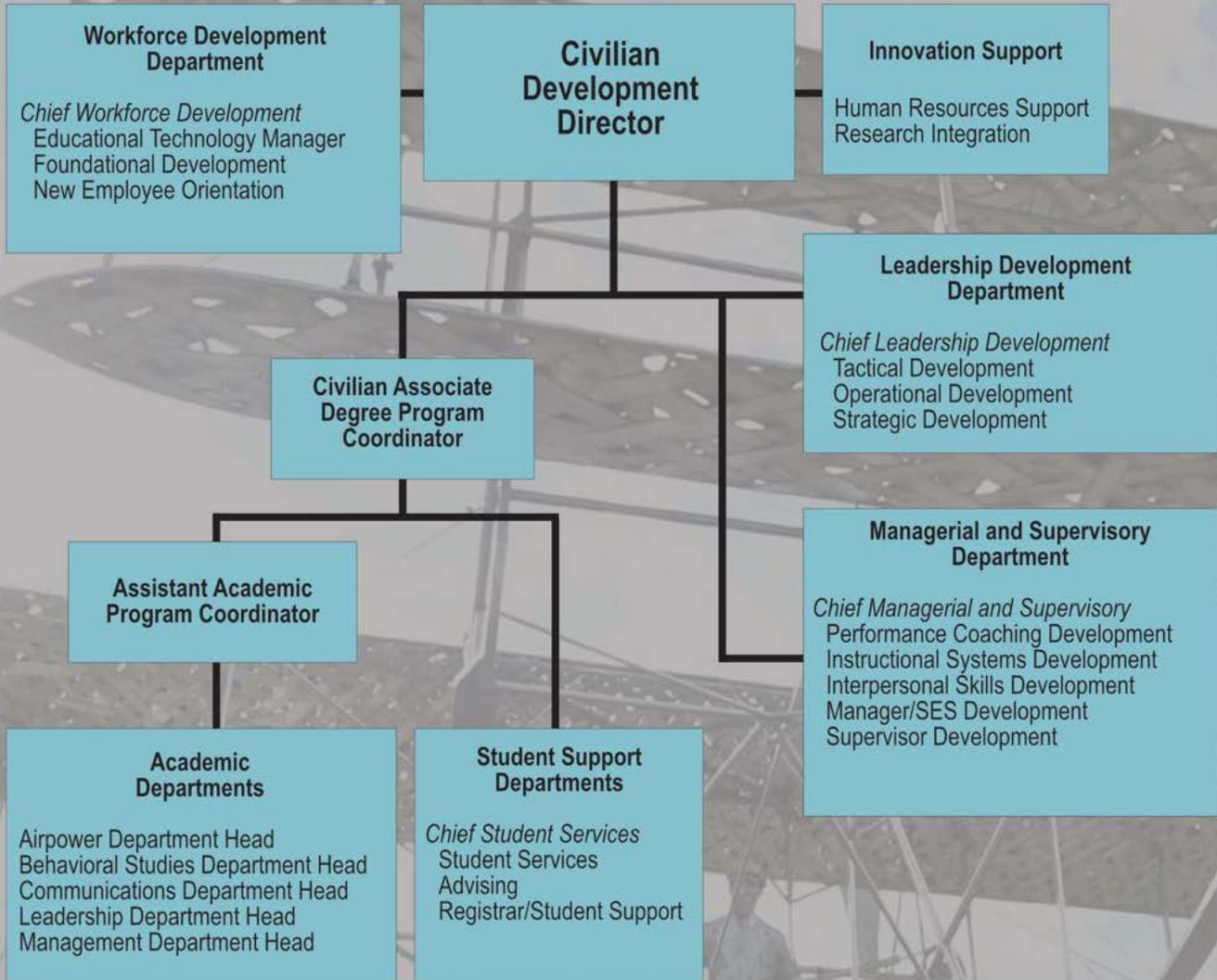
Accreditation
for associate
degree

AFPC
CDE Partner/
Subject Matter
Experts

MAJCOM

Subject
Matter
Experts

CIVILIAN LEADERSHIP DEVELOPMENT SCHOOL



SCHOOL COURSE LISTING

Civilian Associate Degree Program

Orientation/Preparatory Classes

Student Orientation and Academic Readiness
DSST and CLEP Preparation
Air Force Academic Writing

Academic Courses

Professionalism in the Air Force
Foundations of Leadership
History/Heritage of the Air Force
Introduction to Management
Principles of Leadership 1
Thinking, Logic, and Decision Making
Conflict Resolution
Organizational Culture
Process Improvement
Principles of Leadership 2

***Students transfer the remaining 30 credits**

Written Communication
Oral Communication
College Math
Humanities
Social Sciences
Introduction to Computing
Introduction to American Government
Program Related Electives (9 credits)

Workforce Development Courses

New Employee Orientation Course
Foundational Courses

Managerial/Supervisory Courses

Federally-Mandated Courses

New Supervisor Course
Experienced Supervisor Course
New Manager Course
Experienced Manager Course
Senior Executive Course

Supervisory/Coaching Courses

Military Personnel Management Course
Intro to Coaching
Coaching Supervisors
Performance Management Coaching Course
Coaching for Leaders
Basic Mediation
Advanced Mediation

Leadership Development Courses

Emerging Leader Course
Developing Team Leader Course
Leading DAF Organizations (In development)

For more information on courses or how to apply, please visit our website:

<https://www.airuniversity.af.edu/Eaker-Center/DAFCS/>

CIVILIAN ASSOCIATE DEGREE PROGRAM (CADP)

PROGRAM OVERVIEW

CADP represents a transformation in the Air Force's approach to career development for its civilian employees. The program's goal is to help DAF Civilians reach their full leadership potential. Courses have been designed to teach skills and competencies deemed critical to the Air Force and are based upon the Air Force's foundational competencies. Many class projects involve work-related activities. As a result, the program allows students to provide a positive impact to their work center as well as their own professional development. Completion of the program results in an Associate of Applied Science Degree in the Department of the Air Force Leadership and Management Studies. The degree is awarded by Air University and accredited by the Southern Association of Colleges and Schools (SACSCOC). Eligible DAF Civilians can complete the program at little or no cost to the student.

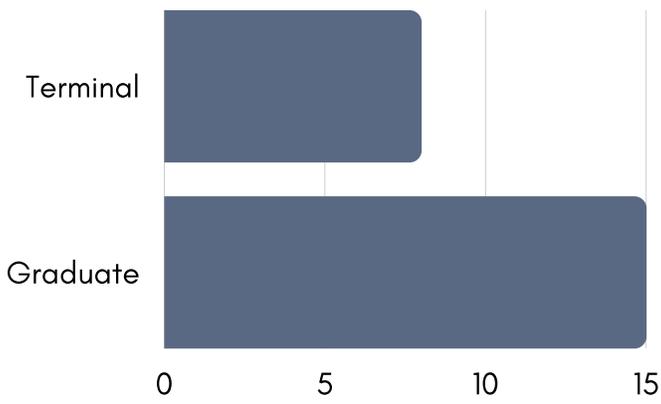
The program was established in 2016, and after SACSCOC accreditation, pilot classes began in March 2017. Following are the four primary drivers for the development of the program.

1. Title 5 CFR, Part 412, requires a "continuum of leadership development... develop[ing] the competencies needed by supervisors, managers and executives... [and] foster[ing] a broad agency and Government-wide perspective to prepare individuals for advancement, thus supplying the agency and the Government with an adequate number of well-prepared and qualified candidates to fill leadership positions."
2. By law, civilians cannot participate in the Community College of the Air Force (CCAF) degree programs; thus, an alternative force development program focused on DAF Civilians was needed.
3. Approximately 79,000 (41 percent) of the current Air Force civilian workforce has no college degree.
4. Civilians in certain career areas comprise up to 71 percent of middle-management positions and need to be developed in comparable ways to their military counterparts.

CIVILIAN ASSOCIATE DEGREE PROGRAM

WHO WE ARE

DEGREE LEVELS



YEARS IN THE EDUCATION FIELD



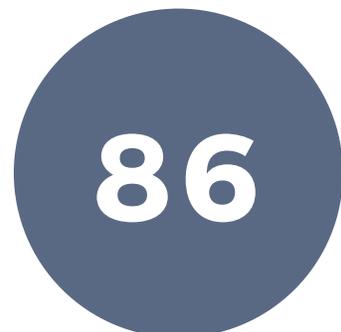
Our faculty bring academic rigor to civilian development.

YEARS OF DAF EXPERIENCE



Total Years of Civilian and Military Experience

YEARS OF STUDENT SERVICES EXPERIENCE



CIVILIAN ASSOCIATE DEGREE PROGRAM

This 60 credit-hour program builds knowledge and skills in four distinct program areas: leadership, management, behavioral studies, and airpower studies. Following are the program's priorities:

- ***Deliver academically grounded and relevant undergraduate education***
- ***Support students in achieving their educational goals***
- ***Recruit, retain, and develop accomplished and talented faculty***
- ***Meet or exceed Air University and SACSCOC standards***
- ***Conduct relevant research on Air Force civilian leadership, management, airpower, behavioral science, and communication focus areas***

The program employs expert faculty members to accomplish its mission and goals. The Eaker Center gives primary consideration to the highest earned relevant degree, related work experience in the field, certifications, documented excellence in teaching, and achievement of student outcomes when selecting faculty members to teach in the program.

ELIGIBILITY

Permanent, full-time, Appropriated Fund and Non-Appropriated Fund Air Force civilians in any grade are eligible to apply. Applicants must have a minimum of two years' federal civil service and a high school degree (or GED/equivalent) and may not have already earned a post-secondary degree from an accredited institution. A central selection board at the Air Force Personnel Center (AFPC) selects students to attend the program.



CIVILIAN ASSOCIATE DEGREE PROGRAM

DURATION AND PROGRAM DYNAMICS

The academic program consists of ten 9-week courses (30 semester hours) taught by CADP faculty plus 30 semester hours of general education and elective credit fulfilled through credit by examination or transfer credit for a total of 60 semester hours of credit. Credit examination can be accomplished via the College-Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST). Students have up to three years from the start date of their first course to complete the program. Although the typical student can complete the program in approximately two years, the program's rigor requires a significant time commitment to meet that goal.

Students begin the program with an orientation term which includes Academic Writing and CLEP/DSST preparation. After the orientation program, students complete ten core classes taught by CADP faculty over a two-year timeframe. The students will also complete their general education and elective requirements during the same period. The CADP's core classes consist of a mix of scheduled live classes along with out-of-class readings and assignments. Students attend live webinar sessions at scheduled times, which are available before, during, and after the duty day depending upon geographic location. All other coursework can be done during evenings or weekends, whenever it works best in the student's schedule.

Students can transfer previous college credit(s) into the program. Academic advisors review transcripts of selected students and help them develop a degree plan during the initial orientation phase. Students needing to complete requirements will be guided to select the best CLEP, DSST, or available local/online course from an outside college or university to transfer into the program. Air Force Civilian Tuition Assistance (civTA) will pay for one attempt of credit by exam for each of the ten general education and elective course requirements. CADP students may also receive 100 percent civTA for courses taken to complete CADP requirements. The amount of civTA used each year cannot exceed the annual civTA cap; therefore, using CLEP and DSST may help students best accomplish this portion of the degree requirement in the most cost effective manner.

CIVILIAN ASSOCIATE DEGREE PROGRAM

KEY INFORMATION AND LESSONS LEARNED

The CADP's first cohort began with 88 students, and 72 of those students completed all ten of the core courses taught by CADP faculty. The cohort is anticipated to graduate 47 students for a graduation rate of 54 percent. This significantly exceeds the graduation rate of public university associate degree programs which is 13 percent for two years to complete the program, 22 percent for three years, and 28 percent for four years. The first core classes began in March 2018 and ended in March 2020. Students have an additional year to complete all general education and elective requirements.

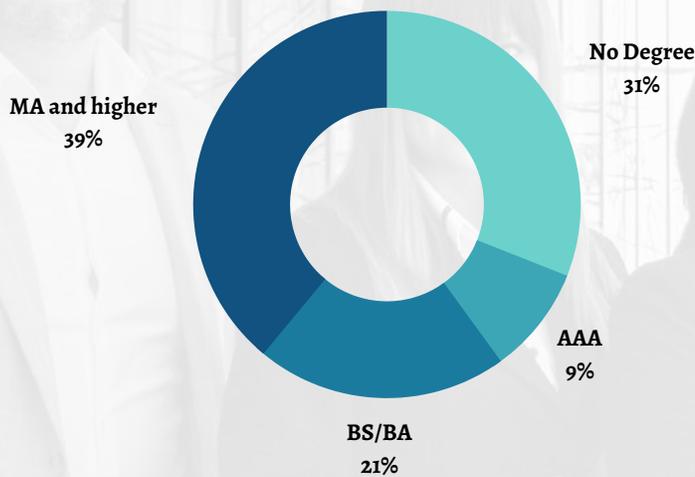
The initial cohort provided valuable lessons and indicated a need for refinement. Overall, students did well in the core classes and progressed through the program; however, many students were having difficulty completing the general education and electives requirements. This prompted several enhancements including the AF/A1D approval to raise civTA for CADP students to 100 percent. The CLEP/DSST prep and Air Force Academic Writing Course were added, and beginning October 2019, academic advisors were sourced to help with planning. These changes resulted in a significant increase in completion of requirements for students in Cohort 2. More student-focused enhancements are under consideration with an aim to reduce the time it takes for students to graduate, to reflect CCAF and public universities' requirements, and provide cost avoidance for the students.

RETURN ON INVESTMENT

CIVILIAN ASSOCIATE DEGREE PROGRAM

Without a BS/BA degree, 40% of DAF civilian supervisors do not have the opportunity to develop through OPME. CADP can be the first step in an educational path, and a developmental path, for many DAF civilians.

31,583 DAF Civilian Supervisors in 2019



Per Oct 2020 MyPers statistics

STUDENT TESTIMONIALS

"CADP has enabled my employee to start conversations that she would not have had with us a year ago. She is amazing now! Thank you for what you are doing for our civilians!"- WG/CC & CADP Student Supervisor

"It is very demanding but it is well worth pursuing because I have learned so much while attending CADP that has made me a better co-worker and leader."- CADP Student

1,720

Contact hours per student devoted to leadership & management development

86%

Student retention rate 41% higher than national average*

12,600

Student - Supervisor mentoring discussions initiated

55%

More cost effective than other degree programs

97%

Student satisfaction rate

* <https://www.theedadvocate.org/public-private-colleges-universities-highest-student-satisfaction-rates/>

CADP COURSE DESCRIPTIONS

Orientation and Preparatory Courses

Student Orientation, Advising, and Readiness (SOAR) Course: Provides an overview of the degree program and what students should expect while in the program. The SOAR Course occurs after students are initially accepted into the program and before they begin their first class. The course discusses the roles of the offices within the program and contact information. It also demonstrates how to access the learning management system used by the school and how to access online library support throughout the program. The course also provides initial academic advising information and explores academic program resources. It also assesses personal and academic skills that will support success in the program.

CLEP and DSST Prep Classes: These classes walk students through the process of requesting Air Force civTA, identifying resources to support studying for CLEP/DSST exams, registering for the exams,

and ensuring exam scores are sent to the AU Registrar so the student receives academic credit for all passing scores. Students may work on the assigned credit by exam, or if the student has already completed the corresponding CADP requirement, may work on a credit by exam still outstanding in the student's academic degree plan.

Air Force Academic Writing: This class is designed to deliver writing instruction and provide opportunities for writing practice for CADP students. The central premise is that writing is a skill to be acquired through practice and feedback rather than lecture only. Students are expected to understand writing as a process. They will receive both written and verbal feedback to guide the development process. The written assignments mimic the products required during regular courses.

CADP COURSE DESCRIPTIONS

CADP Core Courses

APW1001 – History and Heritage of the Air Force: Provides a foundation for DAF Civilians to understand and value the history and heritage of the Air Force through a study of the events, leaders, and technical developments that led to the evolution and employment of USAF airpower to include the significance of the Civilian Airman. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terrorism and beyond. Provides students with a knowledge-level understanding of the general employment of airpower, from an institutional, doctrinal, and historical perspective.

APW1002 – Professionalism in the Air Force: Explores the concept of what it means to be a professional Civilian Airman. The course discusses the history and purpose of the civil service, as well as the valuable and evolving role DAF Civilians play within the Air Force. Students study Air Force foundational competencies and

practices identified to develop professional Airmen. Students also explore how every Airman contributes to the creation of a professional Air Force environment. Surveyed areas include the Air Force Core Values, the concepts of commitment, right-mindedness in the Air Force, professional relationships, and Air Force culture.

LDR1001 – Foundations of Leadership: Explores current and historical leadership styles and theory. The emphasis is placed upon effective civilian leadership within the Air Force. The course focuses on how leaders emerge and assume responsibility. As a foundational course, this academic study provides the basis for all leadership concepts in the program.

MGT1001 – Introduction to Management: Provides an overview of management theory and functions, organizational structure, daily management responsibilities, organizational ethics, and current management tools and resources as they relate to the Air Force civilian environment. Theoretical concepts are illustrated with practical

CADP COURSE DESCRIPTIONS

application to real-world Air Force management problems and scenarios. From the curriculum and exercises in the course, the student develops the ability to identify the roles which they are fulfilling in their work as a manager or potential manager within their organization, and the ability to identify managerial activities that contribute to managerial effectiveness.

LDR1500 – Principles of Leadership:

Enhances development of leadership skills and traits in DAF Civilians. This course will reinforce students' understanding of basic leadership principles and theory by identifying practical leadership skills and traits identified by the Air Force's foundational competencies to support the development of self and others, to include interpersonal communications, coaching and mentoring, and goal setting. This course also introduces students to topics explored in year two of the program.

LDR2001 – Thinking, Logic and Decision Making: Introduces various decision-making models,

with primary focus on a decision-making model and problem solving steps often used throughout the Air Force. Additional models and thinking and logic skills introduced in this course are based on theory, practice, or cultural relevance. Students explore which model best fits their civilian work environment and adapt models as necessary to make better decisions. The course is designed to help develop critical and creative thinking skills.

MGT 2001 – Conflict Resolution:

Explores a variety of theories and frameworks for understanding and responding to conflict within the Air Force environment. Students move from conflict analysis to exploring techniques, process models, and third-party roles as ways to intervene constructively in conflict within the large and complex social environment of the Air Force. Students learn key communication skills for resolution negotiations, with a special emphasis on interpersonal and small group conflicts as the building blocks for conflict resolution. General theories are taught as a foundation to

CADP COURSE DESCRIPTIONS

support students' understanding of the Air Force Mediation Model, the Air Force Negotiation Model, and cross-cultural negotiation strategies developed by the Air Force Negotiation Center of Excellence.

MGT2002 - Organizational Culture:

Provides students with practical knowledge of principles and practices to effectively manage and enhance civilian organizational culture in the Air Force. The course provides basic knowledge of theories and organizational culture and an understanding of how these concepts affect Air Force mission success. Students explore how structures and processes created within the Air Force organizational culture influence the behavior of individuals working within it, as well as how DAF Civilians influence the culture of the organization. The course explores variables that affect the productivity, effectiveness, and efficiency of the organization with an emphasis on understanding how these concepts apply to the Air Force culture.

MGT2003 - Process Improvement:

Provides an in-depth introduction to

the Air Force's 8-step Process Improvement Method and how it is applied within the Air Force. Students learn how the 8-step method guides Airmen to identify a process that is not efficiently achieving the mission, and then develop and implement improvements to the efficiency and effectiveness of that process. The course reinforces the students' understanding of process improvement concepts by using a faculty-led Air Force-specific case study throughout the duration of the course.

LDR2500 - Principles of

Leadership 2: Functions as a capstone for the degree program, linking and reinforcing concepts learned throughout the first two years of the program. The course builds on previous courses by taking the leadership, management, and airpower theories, principles, and competencies previously learned and explores them in greater depth. Students consider what theories, principles, and competencies they think best allow DAF Civilians to effectively lead and manage within today's Air Force.

CADP COURSE DESCRIPTIONS

Listing of General Education and Electives Requirements

GE101 - Written Communication: English composition. Applicable written communication courses must satisfy the school's writing and composition requirements.

GE102 - Oral Communication: Speech/Public Speaking. Courses that prepare students to present effective public speeches to persuade, debate, or argue in a clear, concise, and logical manner.

GE103 - College Mathematics: College-level mathematics that satisfy the school's requirement for graduation or an Intermediate Algebra that is not developmental, preparatory, remedial, or review.

GE104 - Humanities: Courses in fine arts, foreign language, literature, philosophy, and religion are acceptable.

MGE105 - Social Sciences: Anthropology, archaeology, culture, economics, geography, government, history, political science, psychology, and sociology courses are acceptable.

GE106 - Introduction to Computing: Courses that cover standard concepts for understanding computer issues and components (hardware, software licensing, data management, etc.).

GE107 - Introduction to American Government: Introductory courses in American government and politics at the college level in the United States.

PE200 - Program Related Electives: Preferred electives are related to leadership, management, or airpower. General education areas are permissible and are reviewed on a case-by-case basis.

PROFESSIONAL CONTINUING EDUCATION

PROGRAM OVERVIEW

Our three other lines of efforts, led by our Leadership Development Department, Managerial and Supervisory Department, and Workforce Development Department, focus on Professional Continuing Education. These departments, which will each be covered following this overview, provide educational opportunities and fill critical needs in the civilian continuum of learning as well as meeting federal guidelines for succession and talent management for supervisors and managers. It prepares the Civilian Airman for success at the tactical, operational, and strategic development levels and is rooted in law, policy, and doctrine.

Law: The courses are developed based on federally-mandated requirements from 5 CFR, Para 412 for systematic training and development of supervisors, managers, and executives. 5 CFR states, “All agencies must provide for the development of individuals in supervisory, managerial, and executive positions, as well as individuals whom the agency identifies as potential candidates for those positions, based on the agencies’ succession plans.”

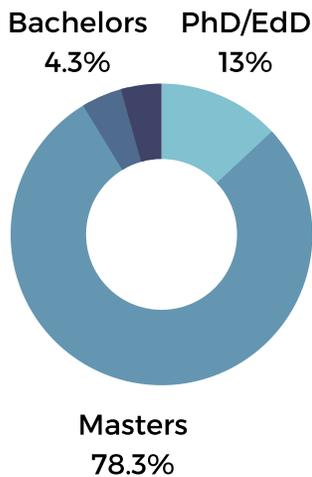
Policy: Per AFI 36-2670, *Total Force Development*, the school is responsible for providing professional development courses for the civilian workforce that will increase an individual’s proficiency level of Air Force Foundational Competencies and accomplish the Air Force mission. The courses meet the applicable learning objectives of both the Office of Personnel Management and Department of Defense frameworks for the respective categories of leadership, management and supervisory development.

Doctrine: AFDD-1, *Leadership and Force Development*, states, “Force development is a deliberate process of preparing Airmen through the continuum of learning (CoL) with the required competencies to meet the challenges of the 21st Century.” The document goes on to say the CoL is a career-long process to develop individuals to possess tactical expertise, operational competence, and strategic vision. The Leadership Development Department fully supports the Civilian CoL and is an integral component of the Civilian Supervisory and Leadership Development Continuum. The courses range the tactical, operational, and strategic levels, and also the People, Team, and Organizational levels of development.

PROFESSIONAL CONTINUING EDUCATION

WHO WE ARE

DEGREE LEVELS

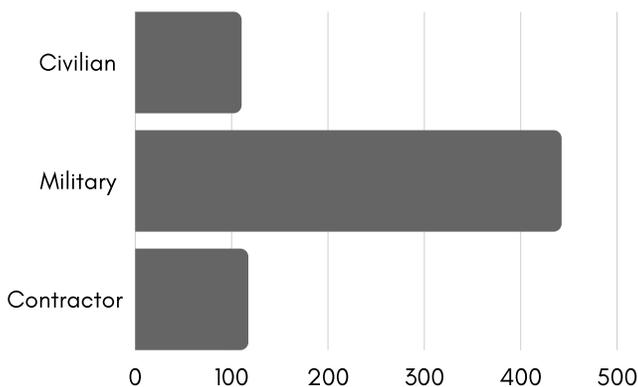


YEARS IN THE EDUCATION FIELD



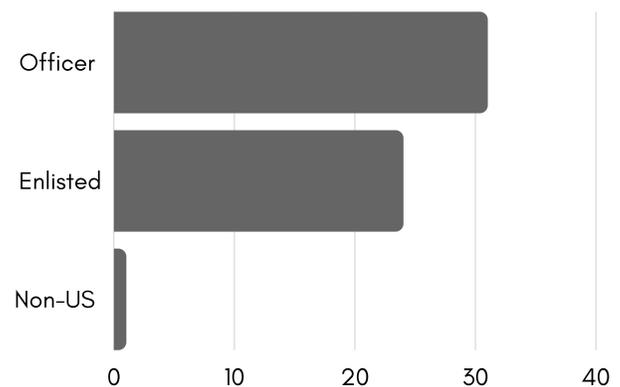
Our faculty bring academic rigor to civilian development.

YEARS OF DAF EXPERIENCE



Total Years of Staff Experience

PROFESSIONAL MILITARY EDUCATION



Number of Courses Taken

LEADERSHIP DEVELOPMENT DEPARTMENT

PROGRAM OVERVIEW

The department's approach begins with the premise leadership development is both horizontal and vertical. The horizontal perspective applies to personal responsibilities for development from both individuals and their leaders. Individuals who are pursuing future supervisory, managerial, or executive positions should be taking the Leadership Development Department's courses prior to assuming these types of positions. This horizontal path provides the foundations for talent and succession management. The vertical approach is more traditional and recognizes supervisors, managers, or senior executives can enter these roles at any point. If an individual is on a leadership track, they should be taking the department's courses before attending the corresponding officer PME courses.

The department is intentionally connected to civilian force development and provides DAF Civilians an opportunity to explore their interest in being a leader, experience team leadership, and discover meta-leadership in leading an Air Force organization. In fact, the courses provide a vehicle to develop individuals identified by the Air Force as potential candidates for future leadership positions. Along with the previously mentioned legal, policy, and doctrinal responsibilities, the Leadership Department has two other key purposes:

1

**HELP DAF CIVILIANS DEVELOP THEIR
LEADERSHIP SKILLS**

2

**PREPARE THOSE SEEKING DEVELOPMENT ALONG
THE OFFICER PME TRACK**

LEADERSHIP DEVELOPMENT DEPARTMENT

HISTORY

The department's portfolio began with the development of the Emerging Leader Course (ELC) in 2014. While programs existed for emerging leaders at the DoD level and in the Air Force, there were significantly limited quotas for civilians. In an effort to expand opportunities for development in a cost-conscious manner and in response to an AF/A1D request based on the 5 CFR requirements, the school developed the ELC as an online course which combined lessons and activities that could be accomplished asynchronously and supplemented with weekly live webinars.

In lockstep with AETC's Learning Transformation, one of the guiding principles used in the development of the course was the desire to have an immediate transfer of learning and to make students responsible for their learning. The course provided core management skills, such as foundational leadership, communication, problem solving, and project management, to pre-supervisory civilian personnel pursuing future supervisory assignments. Additionally, it covered several current high-visibility topics relevant to the Air Force including Sexual Assault Prevention, creating a Culture of Respect, and Diversity/Inclusivity in the workforce.

The ELC ran two highly successful pilot tests in 2014 and was officially approved in 2015. The course established the framework for future course development which directly led to the next course in the continuum of learning: the Developing Team Leader Course (DTLC). Developed as a follow-on to the ELC, DTLC also added the school's first in-resident learning experience. After working together as teams for four weeks of online learning, DTLC students join together to apply the lessons learned in the online segment of the course for a one week component at Maxwell AFB. The various teams present final projects during the resident week, which typically target Air Force problems such as hiring, retention, education, and other A1-related topics. While ELC students work mostly on an individual basis, the DTLC has a significant team approach. When faced with COVID-related constraints, the flexibility of the learning approach proved DTLC can run the resident week in a fully online format with similar results.

LEADERSHIP DEVELOPMENT DEPARTMENT

THE WORKPLACE AS A LEARNING LABORATORY

Going beyond hypothetical scenarios, the course linked the lesson material to the students' respective workcenters and organizations. Each activity and practical exercise was crafted for the student to relate the material within their work environment. This not only reinforced the learning objectives in a strong and meaningful way, but it also heightened their awareness of their organization's leadership culture. Students completed final projects which had them working on solutions to actual problems in their respective workcenters. This approach provides an immediate Return on Investment for not only the students, but also the various Air Force units from which the students serve.

FUTURE DEVELOPMENT AND “META-LEADERSHIP”

When hired, DAF Civilians must have the minimum qualifications to accomplish their duties in accordance with their position description. Except for supervisory or managerial duties, civilian position descriptions do not include a leadership or management component. On average, 40 percent of DAF Civilians have no prior military service; thus, approximately 56,000 serve as the primary tactical/people developmental pool for those interested in leadership development. The ELC provides the introduction of leadership development at the Tactical and People levels of development. If a DAF Civilian has interest in being a team lead or supervisor, this course serves as a deliberate development course for the pre-supervisor employee. For further development, the DTLC offers enhanced learning in the areas of teamwork and teambuilding, communication, and problem solving skills. Together, these courses build a strong foundation for supervisory, interpersonal, and leadership competencies.

RETURN ON INVESTMENT

EMERGING LEADER AND DEVELOPING TEAM LEADER COURSES

OBJECTIVES MET

A few of the skills students leave our courses with include the ability to:

- Self-Coach
- Think critically
- Listen actively
- Resolve conflict in a healthy manner
- Self-manage emotions to be an engaged, positive team player

COMPETENCIES MET

- “Intermediate” proficiency for “People/Team” categories of the AF Institutional Competency Listing
- “Intermediate” proficiency for “Aspiring Leader/Team Leader” category of the OPM Manager & Supervisory Framework.

STUDENT TESTIMONIALS

"My training program (PALACE ACQUIRE) is a leadership development program, and this has been the best course for leadership training that the Air Force has offered." – ELC student

"...the very best training class that I have ever attended in my almost 39 years of military and civilian service..." – DTLC student

"This was my first exposure to coaching of any type, and I feel that I walked away with a very valuable new tool in my leadership/management tool kit. I want to know more!" – DTLC student

1,800

DAF Problems Tackled

116

Contact Hours per student devoted to Leadership Development

4,800

Student - Supervisor Mentoring Discussions Initiated to date

98%

Student Satisfaction Rate

15%

of total civilian DAF workforce touched annually

LEADERSHIP DEVELOPMENT DEPARTMENT

With 900 civilians in operational-level positions, the Leading Department of Air Force Organizations Course serves as preparation for the manager/leader role. This operational level course presently under design will be a highly experiential course targeting GS13 – GS15 or similar personnel system grades. This course will provide the unique history of Air Force Civilians from 1947 until now in the development of their role for national security. Understanding this role provides a backdrop of a contrast with the military officer’s role. Leading an Air Force organization for military members begins at the squadron command level. Together, both civilian leaders and military officers provide unique leadership perspectives based on their roles in supporting the national defense strategy. Civilian leadership differs from military leadership because of the civilians’ generally longer-term focus. Civilians may or may not be mobile, and thus, need the flexibility to develop in their position or volunteer to broaden and attend Officer Professional Military Education (PME) and other developmental education. DAF Civilians typically work for longer periods of time with people on their base. They build networks and develop a leadership style more oriented to collaboration/consensus than a more direct military approach. Military leaders often move after two or three years. Creating change or a difference from their predecessors is generally more important, so they can be promoted in an up-or-out system. In contrast, DAF Civilians could move up, but more than likely, need to move to similar-graded positions for greater experiences to broaden their leadership perspective. Since civilians are generally in supporting roles compared to their military counterparts, they bring a deeper level of expertise in fulfilling their key advisory role as a leader. Developing their advisory skills connects their expertise with mainly military leaders, who at times, may speak a different language than their civilian counterparts.

In our work with Harvard University, we discovered a gap in civilian leadership development. In Officer PME, the Air Forces teaches that quality leaders and leadership which allows for innovation, while at the same time being adaptable, must permeate through all our Air Force organizations. This approach to leadership is called “Meta-Leadership” and is taught in Officer PME. Since less than two percent of DAF Civilians attend Officer PME, this gap in leadership understanding will be addressed in all corresponding civilian development leadership courses, connecting military and civilian leadership together.

LEADERSHIP DEVELOPMENT DEPARTMENT

OFFICER PME PREPARATION

Air Force Officers must have an undergraduate degree, completed an officer pre-commissioning program, and serve in a Title 10 or 32 position for the administration of military power. According to demographics, nearly 50 percent of DAF Civilians are not eligible for Officer PME. Additionally, more than 7,000 of 30,000 DAF Civilian supervisors do not have a bachelor's degree or higher.

Compared to their officer counterparts, DAF Civilians may have a developmental gap before entering the appropriate level of Officer PME and taking a corresponding preparatory course would assist in their academic success.

Each course in the Leadership Development Department serves as preparation for attending Officer PME. For DAF Civilians seeking Squadron Officer School, completion of the Emerging Leader and Developing Team Leader courses suffices as both personal and team leadership is emphasized. For those seeking Air Command and Staff College, the Leading DAF Organizations Course would provide preparatory support at the operational level. As DAF Civilians transition to senior positions to a MAJCOM, Direct Reporting Unit, or HQs Air Staff, both leadership and program management skills are needed with an understanding of both Airpower and National Strategic Strategy. As we collect more data and partner with Officer PME faculty, we will uncover the true unique contributions civilians make to Air Force leadership and management in the National Strategic context.

LEADERSHIP DEVELOPMENT DEPARTMENT COURSE DESCRIPTIONS

Emerging Leader Course (ELC): This foundational leadership course offers core leadership skills and competencies required for future leadership responsibilities, including basic leadership theory, creating a culture of respect, strategic direction and problem solving, building effective teams, and leadership through communication. The various lessons and real-world activities and exercises, the course enhances the students' ability to deal with complex communication patterns as well as supervisory issues that can affect unit effectiveness.

Eligibility: The ELC targets pre-supervisory Air Force civilian employees. Enrollment is selective and is intended for non-supervisors in the grades GS-13 and below with exceptions for higher-graded civilians when appropriate. The ELC uses real-world leadership and problem-solving exercises and requires participation from the student's supervisor or a senior mentor. The student and supervisor must sign a learning contract agreeing to the time and work commitment required to complete the course.

Developing Team Leader Course (DTLC): Provides core team leadership skills for civilian personnel who are considering pursuing present or future supervisory and leadership assignments. Students continue to learn and develop professional skills, understand how to leverage other professionals and knowledge sources, and begin to apply knowledge of the assigned objectives to their work at the "intermediate" level or proficiency for most Air Force Foundational Competencies "Team" categories and the Office of Personnel Management (OPM) Manager and Supervisory Framework. The education focuses on building upon the foundation from the ELC in leadership, communication, problem-solving, and project management skills while introducing OPM competencies at the team-leader level.

Eligibility: Enrollment is selective and targets GS-13 and below and equivalent pay systems. Selection is managed through the Civilian Development Education (CDE) process. The DTLC uses real-world

LEADERSHIP DEVELOPMENT DEPARTMENT COURSE DESCRIPTIONS

team leader and problem-solving exercises and supervisory support is integral to a student's success. The student and supervisor must sign a learning contract agreeing to the time and work commitment required to complete the course as part of the application process. Prospective students will complete the application process for CDE through the myPers web site in the Force Development area. ELC completion is a prerequisite for attendance.

Leading DAF Organizations Course (projected for 2022): Focuses on history, professionalism, advisory skills, leadership principles, management principles, executive Air Force communication, diversity/inclusion, problem solving, coach as a leader, fostering innovation, and conflict balancing strategies. The course targets the operational development level and prepares students to effectively lead at the organization level.

Eligibility: GS 13 – 15 or equivalent pay systems. Note: Civilians can attend the Leadership Development

Course in the Eaker Center's Commander's School. This is a good prerequisite for the Leading DAF Organizations Course.

MANAGERIAL AND SUPERVISORY DEPARTMENT

PROGRAM OVERVIEW

The Managerial and Supervisory Department is the Department of the Air Force's (DAF) sole provider for federally-mandated civilian supervisory and managerial courses and has developed coaching courses to further develop DAF leaders. New supervisors and managers sometimes make critical mistakes during their initial tenure that can have negative implications for both the individuals and the DAF. Many of these mistakes can be prevented by knowledge of the laws, policies, regulations, and labor contracts that govern the supervisor's or manager's role, as well as pivotal performance management rules of engagement. The department's supervisory and managerial courses provide students that knowledge and offers the guidance needed to do their jobs effectively.

Legal sources:

Title 5 CFR, Section 412.402: Requires providing initial training as an individual makes the critical transition to becoming a new supervisor or manager. 5 CFR Section 412.202b specifically states, "Provide training within one year of an employee's initial appointment to a supervisory position and follow up periodically, but at least once every three years, by providing each supervisor and manager additional training on the use of appropriate actions, options, and strategies to: (1) Mentor employees; (2) Improve employee performance and productivity; (3) Conduct employee performance appraisals in accordance with agency appraisal systems; and (4) Identify and assist employees with unacceptable performance."

2010 NDAA as Codified in 5 U.S.C. § 9902: Requires the development of a comprehensive succession program to develop managers and a program to provide training to supervisors and managers on use of the applicable performance management systems including the actions, options, and strategies a supervisor may use in:

- *Developing and discussing relevant goals and objectives with the employee communicating and discussing progress relative to performance goals and objectives, and conducting performance appraisals*

MANAGERIAL AND SUPERVISORY DEPARTMENT

- *Mentoring and motivating employees, and improving employee performance and productivity*
- *Fostering a work environment characterized by fairness, respect, equal opportunity, and attention to the quality of the work of employees*
- *Effectively managing employees with unacceptable performance*
- *Addressing reports of a hostile work environment, reprisal, or harassment of or by another supervisor or employee*
- *Otherwise carrying out the duties and responsibilities of a supervisor*

It also specified providing training to supervisors on the prohibited personnel practices, employee collective bargaining and union participation rights, and the procedures and processes used to enforce employee rights; and a program under which experienced supervisors mentor new supervisors by sharing knowledge and advice in areas such as communication, critical thinking, responsibility, flexibility, motivating employees, teamwork, leadership, and professional development; and pointing out strengths and areas for development. Each supervisor shall be required to complete a program at least once every 3 years.

There is also a provision in Title 5 for senior executives. 5 CFR 412.401 (a) states, “Each agency must establish a program or programs for the continuing development of its senior executives in accordance with 5 U.S.C. 3396(a). Such agency programs must include preparation, implementation, and regular updating of an Executive Development Plan (EDP) for each senior executive.”

The department’s role in providing this mandatory training is further codified in policy in **AFI 36-2670, Total Force Development**, in which it states the School is responsible for providing initial and continuing training, education, and professional development courses for the civilian workforce that will increase an individual’s proficiency level of DAF Foundational Competencies and accomplish the DAF mission. This is also stated in the AF/A1 Mandatory Supervisory and Managerial Training Policy memorandum, dated 8 March 2018. As stated later in AFI 36-2670, the supervisory and managerial courses are part of a comprehensive management succession program.

RETURN ON INVESTMENT

MANAGERIAL AND SUPERVISORY DEPARTMENT

STUDENTS IN 2020

11,633

BY USING TEST OUT OPPORTUNITIES, THE DEPARTMENT MEETS LEGAL TRAINING REQUIREMENTS WHILE USING A MINIMUM AMOUNT OF STUDENT TIME

FY2021 PROJECT COST PER STUDENT

\$88

BY TRAINING ONLINE, SCHOOL AVOIDS TDY COSTS. IT ALSO HONORS AIRMAN'S TIME BY ALLOWING STUDENTS TO COMPLETE CLASSES WHEN BEST FITS THEIR SCHEDULE

STUDENT SATISFACTION RATE

98%

DEPARTMENT HAS MAINTAINED A CONSISTENT 98% SATISFACTION RATE WITH STUDENTS FOR THE LAST FIVE YEARS

ACHIEVEMENTS

1ST

FIRST AGENCY IN DOD TO DEVELOP AND EXECUTE TRAINING TO COMPLY WITH MANAGERIAL AND SUPERVISORY LEGAL REQUIREMENTS

MANAGERIAL AND SUPERVISORY DEPARTMENT

HISTORY

The Air Force centralized the instruction of the Air Force supervisory courses in 2008 and agreed on using a distance learning methodology. Previous to that, Air Force installations would pay contractors or use in-house training staff to provide the education. This led to a lack of standardization and substandard accounting of course completion. Some installations would only offer one or two classes a year, and this resulted in many students not receiving the required training in a timely manner. By 2011, the School was named the sole provider of supervisory education for the Air Force. This centralization saved money, created a standardized transfer of learning into the workplace, helped gather data from the courses for supervisory research, and aligned the courses to supervisory competencies.

The School initially offered three courses: USAF Supervisor Course (USAF SC), Civilian Personnel Management Course (CPMC), and Military Personnel Management Course (MPMC). The courses were presented in a Blended eLearning format in which students would attend weekly webinars at a scheduled time while accomplishing the bulk of their coursework in a learning management system. The USAF SC and CPMC satisfied the initial supervisor training requirement, while MPMC met Air Force requirements for civilians who supervised military members. The courses were taught throughout the year and across time zones, providing ample opportunities for new supervisors to meet federal requirements. To meet the federal mandate for refresher training, the Supervisor Refresher Course was introduced in 2014. It would later be renamed the Experienced Supervisor Course (ESC).

In an effort to value Airman's time and align initial supervisory education with the DoD's Managerial and Supervisory Training Framework, AF/A1D requested the development of the Air Force New Supervisor Course (NSC) as a replacement course for the USAF SC and the CPMC. The NSC was designed to cover all of the DoD Supervisory Skills Track topics from the DoD's Managerial and Supervisory Learning and Evaluation Framework, as well as other federally and DoD-mandated training topics. It also included topics considered

MANAGERIAL AND SUPERVISORY DEPARTMENT

to be successful practices by the DoD from CPMC and USAF SC. The course was launched in 2018 and significantly reduced the training hours required for initial supervisory training.

To meet the federal requirements for managerial training, the New Manager Course debuted in 2018 and the Experienced Manager Course was developed for future implementation. Between FY2009 to 2020, the managerial and supervisory courses graduated over 100,000 students. Additionally, the School began introducing performance coaching courses into the inventory to meet Air Force-wide gaps in this area. Development and beta tests of the courses were successful and are in coordination for final approval.

BACKGROUND AND CURRENT METHODOLOGY

The demographics of the approximately 30,000 DAF Civilian supervisors indicate a wide disparity in educational levels and prior military experience. Approximately 40 percent of supervisors do not have a military background, which can present different developmental challenges compared to their prior-military counterparts. Additionally, over 20 percent of the supervisors have no academic degree. This adds to the need for a proactive and novel approach to developing DAF supervisors and managers as indicated with the following objectives:

- Provide minimum education based upon DoD Manager/Supervisory Framework topics
- Centralize online delivery to create timely/consistent education across the DAF
- Create awareness of key process, policies, and procedures; and who to reach for help
- Honor experienced supervisor's time with a competency assessment with immediate remediation on questions missed
- Provide opportunity for pre-supervisory courses in the CLDS to build up interpersonal skills needed for supervision

MANAGERIAL AND SUPERVISORY DEPARTMENT

In response to AETC learning transformation and to meet the previously mentioned objectives, the School reshaped its civilian supervisory and managerial courses. To ensure credit for previous knowledge was given, the courses were changed from Blended eLearning to a more flexible, student-centric option to complete the training. Implemented in FY2020, the initial and refresher courses for supervisory and managerial courses began rolling enrollment opportunities and longer timeframes for students to complete the requirements. Students now progress at their own pace, while still having live webinars available for areas in which they may need additional education. The new format more closely follows the DoD frameworks for supervisory and managerial training. The MPMC and the coaching courses still employ the Blended eLearning approach.



The New and Experienced Supervisor Courses and the New Manager Course focus more on the awareness of key issues that can keep them out of trouble. This will be true of the Experienced Manager Course and Senior Executive Course when officially approved. To add breadth to the development approach, the Emerging Leader Course and the Developing Team Leader Course previously mentioned in Leadership Development Department section of this guide, and the Introduction to Coaching Course serve as excellent interpersonal/leadership skills-based courses for pre-supervisory development. This blend of mandatory supervisor and manager courses and voluntary pre-supervisor courses provide a flexible, time-saving, and targeted approach to holistically develop supervisors and managers while honoring the skills and experience of our experienced force.

MANAGERIAL AND SUPERVISORY DEPARTMENT

Performance management coaching is addressed in a continuum of courses: Introduction to Coaching, Coaching for Supervisors, and Coaching for Leaders. These courses provide the valuable coaching skillset to the most important leader in determining successful employee engagement—the supervisor/manager. DAF senior leadership appreciated this approach and established a working group on developing a DAF Culture of Coaching, while the Civilian Force Development Panel's "Supervisors and Leaders We Need" initiative helps to target the need for more employee engagement. The CLDS provides course content and support for both of these initiatives.



As our society and the DAF directly confronts diversity challenges, the skills for supervisors to effect proactive and positive dialog is found in coaching skills, but if tension proves too difficult, then the interpersonal studies area provides both supervisors and employees skills for navigating conflict. Performance Management Coaching for Supervisors provides excellent skills for leadership and interpersonal skills for making the process, policies, and procedures come to life in a more meaningful manner for the novice supervisor. Coaching serves as the proactive attempt in managing conflict/performance, while mediation offers a reactive approach. The DAF Mediation Course and Mediation Skills will partner in the continuum of conflict with the more proactive coaching skills to holistically deal with the crucial conversations that need to take place to ensure unity and purpose towards a more diverse and inclusive DAF.

MANAGERIAL AND SUPERVISORY COURSE DESCRIPTIONS

DAF New Supervisors Course: Gives supervisors of civilian employees a sound foundation in supervisory skills and fundamentals. The course covers topics included in the Department of Defense (DoD) Supervisory Learning and Evaluation Framework. Those topics include the following: Performance Goals, Objectives, and Appraisals, Merit System Principles, Mentoring and Motivating Employees, Fairness, Respect, Equal Opportunity, and Quality of Work, Handling Unacceptable Performance, Hostile Environment, Reprisals, Harassment, Prohibited Personnel Practices, Labor Relations and Employee Rights, Hiring Principles and Authorities, and Workforce Incentives.

Eligibility: DAF civilians who are coded in DCPDS with supervisory level codes 1, 2, and 4, as well as Military Service members who supervise civilians. Meets federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010. It is a federally-mandated requirement for all first-time supervisors of civilian

employees to complete within one year of becoming a supervisor.

DAF Experienced Supervisors Course: Refreshes supervisors of civilian employees in supervisory skills and fundamentals. The course covers topics mandated by the DoD Supervisory Learning and Evaluation Framework. Those topics include the following: performance goals, objectives, and appraisals, merit system principles, mentoring and motivating employees, fairness, respect, equal opportunity, quality of work, handling unacceptable performance, hostile environment, reprisals, harassment, prohibited personnel practices, labor relations and employee rights, hiring principles and authorities, and workforce incentives.

Eligibility: DAF civilians who are coded in DCPDS with supervisory level codes 1, 2, and 4 as well Military Service members who supervise civilians. This course must be completed every three years as long as individual maintains supervisory classification. Meets federal requirements contained in Title 5 of

MANAGERIAL AND SUPERVISORY COURSE DESCRIPTIONS

the Code of Federal Regulations and the National Defense Authorization Act of 2010. It satisfies the federal requirement for supervisory refresher training at least once every three years after completing the initial supervisory courses.

DAF New Manager Course: Gives managers of civilian employees a sound foundation in supervisory skills and manager fundamentals. The course covers topics mandated by the Department of Defense (DoD) Managerial and Supervisory Learning and Evaluation Framework. Those topics include the following: manage self, manage others, manage organizational systems, mentor employees, improve employee performance and productivity, conduct performance appraisals, and handle unacceptable performance.

Eligibility/Target Population: DAF Civilians who are coded in DCPDS with supervisory level code 3. Meets federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense

Authorization Act of 2010. It is a federally-mandated requirement for all first-time managers of civilian employees to complete within one year of becoming a manager.

DAF Experienced Manager Course: Refreshes managers of civilian employees in supervisory skills and manager fundamentals. The course covers topics mandated by the Department of Defense (DoD) Managerial and Supervisory Learning and Evaluation Framework. Those topics include the following: manage self, manage others, manage organizational systems, mentor employees, improve employee performance and productivity, conduct performance appraisals, and handle unacceptable performance.

Eligibility: Civilians who are coded in DCPDS with supervisory level code 3. This course must be completed every three years as long as individual maintains managerial classification. Meets federal requirements contained in Title 5 of

MANAGERIAL AND SUPERVISORY COURSE DESCRIPTIONS

the Code of Federal Regulations and the National Defense Authorization Act of 2010. It satisfies the federal requirement for managerial refresher training at least once every three years after completing the initial manager course.

Military Personnel Management Course: Provides essential knowledge-based training to civilian personnel who are entering supervisory assignments over military personnel. The training covers sources of authority governing military personnel management, performance management, career management issues, education and training, and unique aspects of the military Airman. This course provides the essential information, policies, and procedures, as well as information on resources pertinent to the students' MAJCOM, Wing, Group, Squadron, or Functional areas.

Eligibility: Regulatory requirement for all DAF civilian supervisors of military employees who have not had equivalent training or experience. This course is primarily designed for

Federal civilian employees who are entering supervisory assignments as supervisors of military personnel.

Civilians who also currently serve in the Air National Guard or Air Force Reserve, or retired from the Air Force active duty, Guard, or Reserve within the past five years from course start are eligible for equivalency credit.

Additionally, supervisors with three years or more experience supervising DAF military members may be eligible to take the MPMC Challenge Exam, and if successfully accomplished, will receive credit for course completion.

Introduction to Performance Management Coaching: Provides an introductory overview of performance management coaching in the workplace. Introductory coaching concepts will be examined along with real-world Air Force examples relating to the employee performance management process. Students will be introduced to the fundamentals, competencies, principles, and philosophy of coaching necessary to become a coaching-leader, foster a coaching culture, and improve individual and organizational performance.

MANAGERIAL AND SUPERVISORY COURSE DESCRIPTIONS

Performance Management Coaching for Supervisors and Leaders: This course is a continuation of Intro to Performance Management Coaching (prerequisite). The course relates to the implementation of the DoD Performance Management and Appraisal Program (DPMAP) as well as other DoD appraisal systems currently in use. Upon the successful completion of two weeks of readings, videos, discussion questions, weekly webinars, written assessment and experiential evaluation. Students will apply the necessary coaching philosophy and competencies for improving performance planning, goal setting, and outcomes.

Performance Management Coaching of Air Force Organizations: Provides a basic understanding of Performance Management Coaching for USAF Organizations. It is designed to promote the development of interpersonal skills; therefore, students are encouraged to observe and explore coaching as it relates to the Air Force and take the knowledge learned back to their workplace and share with their coworkers. Students are provided an opportunity and encouraged to dialogue openly on real world, timely issues with other professionals.

Note: The performance coaching courses are in coordination for formal approval. Course numbers and class schedules will be finalized when the process is completed.

WORKFORCE DEVELOPMENT DEPARTMENT

PROGRAM OVERVIEW

The Workforce Development Department's focus is to enhance the DAF Civilian workforce and their ability to effectively contribute to the mission. Offerings will focus on foundational and interpersonal skills that help address work challenges common to many, if not all, employees. The department's reach begins with orienting all new DAF Civilians and continues with acculturation, Airmanship, and workplace engagement. It also includes development resources, such as the virtual Force Development Center (vFDC).

There are several directives which guide the department's initiatives.

- AFI 36-2670, *Total Force Development*, 5.3.6.1.: Mandatory Training, New Employee Orientation Program. New Employee Orientation program is designed to assist new civilians in adjusting readily to their jobs and work environments via approved AF learning management system within 90 days of hire. Supervisors must release civilians for attendance of appropriate orientations.
- Title 5 CFR 724.203: Each agency must develop a written plan to train all of its employees on Antidiscrimination Laws and Whistleblower Protection Laws as part of its agency orientation program.
- AFI 36-2670, *Total Force Development*, 5.1.6.4.: Executes and maintains the virtual Force Development Center (vFDC) according to civilian training, education, and professional development policies and criteria provided by AF/AIDL

The first focus area provides **foundational training** that addresses the need to effectively acculturate new employees to their organization. Investing in effective onboarding helps new employees get up to speed quickly, equips them with the information they need to excel at their jobs, and creates a sense of commitment to the organization. The New Employee Orientation (NEO) Course is the cornerstone of the Air Force's acculturation process, and it provides information on DAF and DoD missions, functions and responsibilities, and conditions of federal employment.



WORKFORCE DEVELOPMENT DEPARTMENT

FOUR FOCUS AREAS

1

FOUNDATIONAL TRAINING

Training begins with New
Employee Orientation

2

ENHANCE AIRMANSHIP

Develop civilians in DAF
Foundational Competencies

3

EMPLOYEE ENGAGEMENT

Target population: GS 1 – 12

4

VIRTUAL FORCE DEVELOPMENT CENTER

Voluntary Self-Development at
the Airman's Pace

POINTS OF INTEREST

By offering short, micro-courses that highlight key learning concepts, Workforce Development offers Airmen the ability to voluntarily self-develop in DAF Foundational Competencies.

Such Total Force development opportunities can create greater common grounds for understanding, collaboration, and synergy among the military and civilian populations.

WORKFORCE DEVELOPMENT DEPARTMENT

The CLDS is expanding its role in acculturation, and NEO is now envisioned to be one component of a more strategic year-long opportunity for new hires to both better understand the DAF as well as better develop themselves. NEO will continue to remain the essential, required piece of new employee training for all new hires. Once new hires complete NEO, they will be offered the opportunity to voluntarily continue self-development in one or more areas identified by research as needed or desired by newer DAF employees as part of our Foundational Program. This initiative is currently in the development phase and is being worked in concert with AF/A1D and the Civilian Force Development Panel.

The second focus area for Workforce Development is to **enhance Airmanship**, particularly for the target population of GS 1 – 12 (and equivalent pay grades). One focus area is building effective communication skills. These skills lessen gaps in connecting with others through active communication, checking for understanding, non-judgmentally exploring the other person's position, and using appreciative inquiry with curiosity. These skills are also foundational skills for the coaching classes the school's Managerial Supervisory Department offers. Through voluntary developmental paths such as this, civilians self-identify as being dedicated to career progression by developing and enhancing the skills needed to succeed at higher levels within the DAF.

Much of this foundational development will occur by making critical learning components within the Civilian Associate Degree Program (CADP) accessible to all Airmen. By offering short, micro-courses that highlight key learning concepts, Airmen can understand the essence of the subject matter without enrolling in the full academic program. Thus, the educational benefits can spread to a larger percentage of the civilian population. This venue also allows the possibility for military Airmen to attend alongside DAF Civilians. Such Total Force development opportunities can create greater common grounds for understanding, collaboration, and synergy among the military and civilian populations.

WORKFORCE DEVELOPMENT DEPARTMENT

The third focus area is **employee engagement** which is aligned with the Office of Personnel Management and the Civilian Force Development Panel's initiative 18.1 (Improving Supervisor and Leadership Engagement). DAF Civilian engagement is evaluated primarily through the Federal Employee Viewpoint Survey (FEVS). Research suggests an engaged workforce is more productive, cost effective, innovative, accountable, and has less turnover and absenteeism. To assist with this initiative, the Workforce Development Department maintains the "Leaders and Supervisors We Need" website on milUniversity's USAF Leader and Supervisor Resources site. This vital resource provides tips, tools, and resources to help understand various leadership concepts and employee engagement principles. It also offers a Supervisor Resources Discussion Board for a free flow and sharing of ideas.

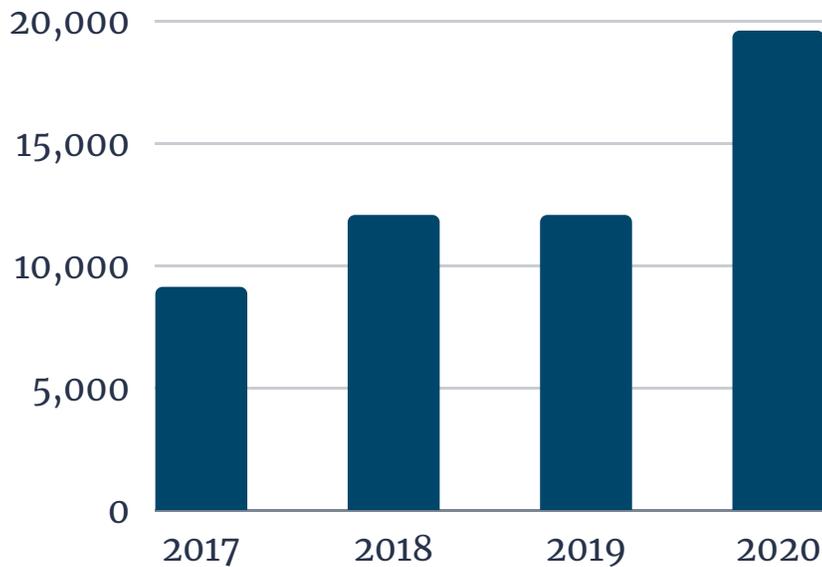
The final focus area is with the maintenance of the **vFDC website**. It is a Total Force initiative that links to numerous self-development and institutional force development resources. It provides a wealth of information devoted to civilian development such as information which contains information on orientation, developmental special experiences, leadership development core, supervisory and managerial development, and civilian development education opportunities.

The department also has the responsibility for the educational technology requirements for the school. It has oversight of the school's use of the learning management systems, the student information system, and webinar platform. This function coordinates with other Air University and Air Education and Training Command agencies to ensure optimal operations and student-centric services.

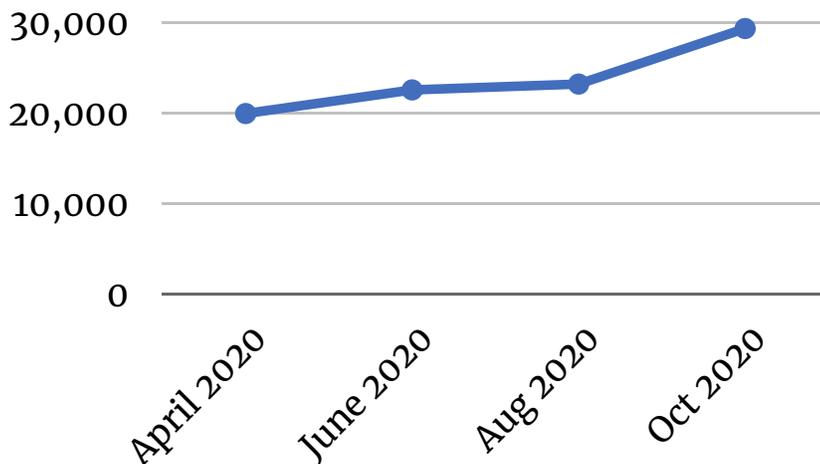
Still in a growth phase, this department will continue to focus on and develop skills that address some of the most critical challenges today's employees face. We believe providing these large-scale development opportunities enhances Airmanship, employee engagement, and commitment to the DAF. We also believe offering this development through micro-learning opportunities that fit today's need for an on-demand learning environment presents one of the most effective ways to accomplish this mission and honor Airman's time.

RETURN ON INVESTMENT

WORKFORCE DEVELOPMENT



**NEW EMPLOYEE ORIENTATION
STUDENT THROUGHPUT**



**LEADERS WE NEED
WEBSITE TRAFFIC**

36K

Number of new subscribers to the "Leaders We Need" website since in 2020.

19K

Number of employees who have complete New Employee Orientation

99%

Of students rate the New Employee Orientation information as relevant and valuable

WORKFORCE DEVELOPMENT COURSE DESCRIPTIONS

New Employee Orientation (NEO)

Course: Prepares newly hired civilian personnel to be more effective in their roles as civilian employees of the DAF team. The curriculum provides an introductory understanding of the DAF and insights into the environment, function, and culture of the United States Air Force. The topics for this course include Air Force Heritage, Organizational Culture, Customs and Courtesies, Wingman Concepts, Force Development, and Personnel Administration.

Eligibility: All newly-hired DAF Civilians must complete the NEO Course within 90 days from their start date. Different versions are available for new employees who are prior or retired military or had prior employment with another federal agency. Registration and completion of the course is accomplished via ADLS. Note: ADLS is scheduled to transition to the MyeLearning platform in March 2021.

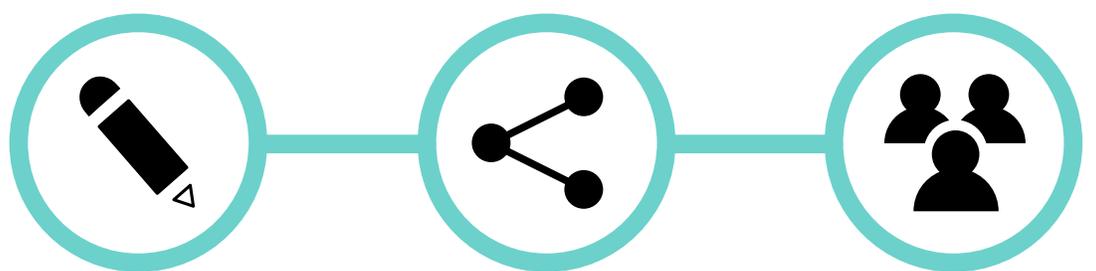
Note: Micro courses and other acculturation offerings will be developed based on need and AF/A1D and Civilian Force Development Panel recommendations.

INNOVATION SUPPORT

RESEARCH MISSION

The CLDS conducts research focused on DAF civilian development as outlined in AFI 36-2670, *Total Force Development*: **Faculty will provide academic research based on criteria established by Civilian Force Development Panel to provide insight into future development needs of civilians.**

DAF Civilians must operate at the same level as their Enlisted and Officer counterparts. Currently, DAF Civilian professional development and education requires coherence in alignment with OPM, DoD, and DAF guidelines to prepare civilians to operate in complex environments. To achieve this, DAF Civilians must be formally developed and trained to become strategic leaders. This includes deliberate development that continuously upgrades their functional skills while simultaneously offering education and training to ensure every DAF Civilian is able to assume positions of greater responsibility.



CONCEPT

Research questions of vital concern to DAF

SHARE

Publish research

COLLAB

Connect with experts throughout DoD and federal government

The initial efforts at research include understanding our developmental history/heritage, professionalism of the DAF Civilian, and diversity and inclusion principles to infuse throughout the curriculum for the Civilian Associate Degree Program and Professional Continuing Education courses. Future areas for research will be determined in coordination with AF/A1D and the Civilian Force Development Panel.



INNOVATION SUPPORT

HUMAN RESOURCES SUPPORT

The Chief of HR Support furthers the CLDS mission by providing all levels of human resource support to the internal operation of the school. Along with tracking key projects and initiatives, the Chief will also be a force enabler by helping integrate the various departments.

This will leverage the various programs and courses the CLDS offers to best meet the development needs of DAF Civilians.

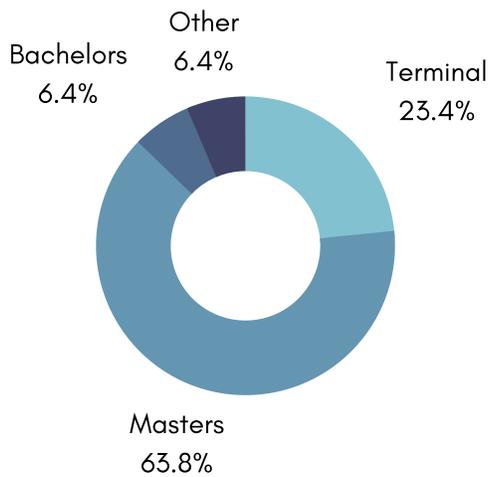
“I am convinced that nothing we do is more important than hiring and developing people.”

– Lawrence Bossidy
Former CEO of Honeywell

MEET THE CLDS FACULTY and STAFF

WHO WE ARE

DEGREE LEVELS

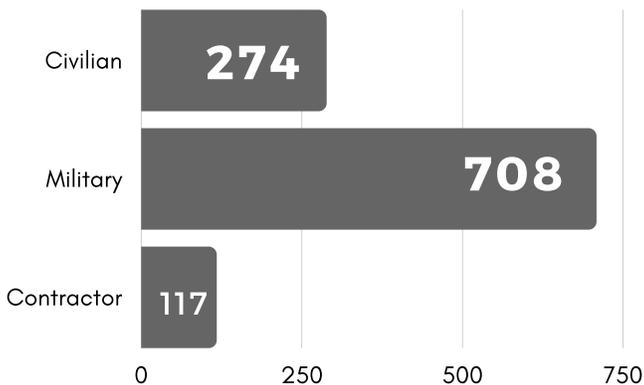


YEARS IN THE EDUCATION FIELD

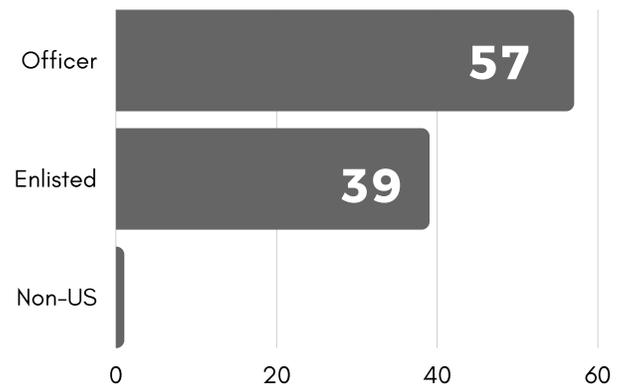


Our faculty bring academic rigor to civilian development.

YEARS OF DAF EXPERIENCE



PROFESSIONAL MILITARY EDUCATION





DIRECTOR'S BIO

Barry Waite serves as the Director, Civilian Leadership Development School, Ira C. Eaker Center for Leadership Development, Air University, Maxwell AFB from 1 October 2019 to present. Previously, he served as Chief, Civilian Workforce Development in the Force Support Professional Development School from 2009 - 2019. He has over 10 years' experience in the Department of the Air Force Civilian Service and 20 years as an Air Force officer in the Force Support career field with a combined total of 18 plus years in education and training positions. He also commanded the 347th Mission Support Squadron and earned four MAJCOM Mission/Force Support Career Field awards during his military career.

He served on the Defense Performance Management Assessment Program Implementation Team, DoD Supervisory and Managerial Framework Committee, Department of the Air Force Civilian Development Panel Employee Engagement Committee, and the Department of the Air Force Coaching Culture Working Group.

Mr. Waite's expertise resides in the interpersonal, innovation, and leadership domain areas. He received certification for personality assessment administration, mediation, coaching, and 360-degree feedback coaching. His innovation was recognized in 2007, when he shared a \$10,000 Air Force Suggestion Program Award for leveraging distance learning in supervisory education. He completed the Air Force Leadership Development and Building High-Performance Organizations in the 21st Century courses from the Federal Executive Institute.

He received a Bachelor of Science Degree from Slippery Rock University in Public Administration, a Master of Arts Degree in History from the University of Central Florida and is a doctoral candidate for a Doctor of Education with a concentration in community college leadership at Walden University. He is presently working on his project study researching academic completion. Mr. Waite also completed Squadron Officer School and Air Command and Staff College.

Meet the CADP Team

Dr. Bowens has over 25 years of experience in leadership, management and education with an emphasis in traditional and online learning, building teams and strengthening organizations at the strategic, operational and tactical levels. He has served as an Air Force enlisted, officer and DAF civilian in numerous key positions from leading small teams to managing large global organizations as he was based in the United States, Asia, Europe and the Middle East. Dr. Bowens is directly responsible for the creation and implementation of the academic priorities for a 20-person team that delivers DAF civilian undergraduate education and serves up to 360 students/1,800 course completions per year to further their educational goals and equip them to be more effective Department of the Air Force leaders. Additionally, he serves in an advisory role for DAF civilian professional continuing education that serves up to 24,000 students annually.

Education: Ph.D. Leadership Studies



DR. ANDREW BOWENS
CADP PROGRAM COORDINATOR



DR. QUINTON L. SASNETT
CADP ASSISTANT
PROGRAM COORDINATOR

Dr. Sasnett has over 20 years of experience, varying from Munitions and Aircraft Maintenance, Process Improvement, to Education and Training. He has utilized his skill working with Active Duty, the USAF Reserves and as a Department of Defense Civilian. Dr. Sasnett has worked with special weapons and Basic Military Training and led at various levels in the Air Force, ranging from the section level to Squadron Command and to his current position as Maintenance Group Deputy Commander leading C-130H3 maintainers at Maxwell AFB's Tactical Airlift mission. His education teaching experience is also varied. He taught at company grade officer Professional Military Education (PME) Squadron Officer School. He also led the only USAF Reserve BMT squadron responsible for backfilling Active Duty members.

Faculty of Record: Principles of Leadership 2

Education: Ph.D. Business Administration, Homeland Security Leadership

Dr. Sartor previously served as the SARC and SAPR VA Course Director. In this role, she planned, developed, and evaluated Sexual Assault Response Coordinators (SARC) and Victim Advocates courses. Dr. Sartor also directed and conducted the courses; prepared guest faculty to teach the courses; maintained professional contacts with Air Staff and other organizations; and evaluated the courses to ensure they were tailored to satisfy requirements. She also conducted curriculum review and evaluation for continuous improvement. She has served as the Course Director for the GS-15 Leadership Seminar, Basic and Advanced Mediation Courses, EEO Managers, Manpower, and Family Support courses. She was also the project manager for the following publications: Voter Plan of Action; Report on Discrimination and Solutions Summit; Racism and Disparate Treatment in the Public Sector; and Affirmative Action and Beyond.

Faculty of Record: Conflict Resolution and Organizational Culture Courses

Education: Ed.D. Counseling Psychology



DR. DORIS SARTOR
DEPARTMENT HEAD
BEHAVIORAL STUDIES

Mrs. Sheila Knox is the Department Head for Leadership Studies. She previously served as one of the contractor contingent faculty with the Civilian Associate Degree Program, bringing over 27 years of military experience and over 12 years of experience in education and training. She is also a retired Chief Master Sergeant. While previously assigned at the Air Force Senior Non-Commissioned Officer Academy (AFSNCOA), the highest level of enlisted Professional Military Education, Mrs. Knox instructed and led as Vice Commandant Director of Education. She is a passionate and knowledgeable instructor with extensive experience in traditional and online learning.

Education: M.A. Management and Leadership



SHELIA S. KNOX
DEPARTMENT HEAD
LEADERSHIP STUDIES



DR. JAMES SCHINDLER
DEPARTMENT HEAD
MANAGEMENT STUDIES

Dr. Schindler has over 40 years of experience in higher education as a professor and administrator. He spent the majority of his time in higher education as a Dean of Curriculum and Faculty Development, as the Department Chair for Undergraduate Business, and as professor of Business Administration teaching undergraduate courses, such as Introduction to Business, Project Management, Principles of Management, Human Resource Management, Human Resource Development, Critical Thinking, Process Improvement, and Leadership. At the graduate level, Dr. Schindler has served as Doctoral Dissertation Committee Chair, taught Strategic Management, Human Resource Management, Leadership, and Research Methods. Publications: Followership: What it Takes to Lead (2014) Business Experts Press. Dr. Schindler's current academic research interests are Followership and Critical Thinking.

Faculty of Record: Introduction to Management, Thinking, Logic, and Decision Making, Process Improvement

Education: Doctorate of Business Administration (Leadership concentration)

VACANT

DEPARTMENT HEAD
AIR POWER STUDIES

VACANT

DEPARTMENT HEAD
COMMUNICATIONS

VACANT

CHIEF OF STUDENT SERVICES

Mr. Talbot is responsible for over 170 Department of the Air Force Civilian students pursuing their first post-secondary degree. He provides customer service in the form of student counseling, academic advisement, and professional development to the students. Mr. Talbot also mediates between students, Air University (AU) Faculty, and the AU registrar in ensuring academic records, transfers, and student progress are tracked in real time.

Faculty of Record: AF Academic Writing Course, CLEP Prep Course, DSST Prep Course

Education: MA, Family Psychology



GORDON TALBOT

DEPUTY CHIEF OF STUDENT SERVICES



JUANITA "SUSI" SHOVER

CADP REGISTRAR

Ms. Shover is the Registrar for the Civilian Associate Degree Program within the Civilian Leadership Development School. She brings a wealth of experience to the team. She retired from the Air Force after 20 years of active duty service and has been a civil servant for over 18 years. Previously, she handled a variety of duties within the Force Support Professional Development School and brings her student service experience to the CADP.

Education: Master's in Adult Education

Dr. McKethan joined the Air Force family as a civilian in 1981 at Maxwell AFB, AL. She served as an advisor for theory and practice of education, training, and learning strategy in the Airmen Development Directorate in the Pentagon. She also worked closely with interdepartmental and Air Staff professionals, AETC, AF Academy, and civilian organizations responsible for policy in leadership development areas. Also, she served as a specialist in distance learning methodology and ISD for thirty years.

Her work experience includes researcher, course developer, educational and instructional methodology and technology specialist, test developer/analyzer, and educational policy developer. Important aspects of her life are family, education, and community service that focuses on leadership development for our youth, to include training them on STEM concepts and professions.

Education: Doctorate in Educational Leadership, specializing in Curriculum and Instruction. Master's of Science in Human Development/Agency Counseling



DR. VERA A. MCKETHAN
LEAD ISD AND INSTRUCTOR



DR. STEPHEN HARRIS
ISD AND INSTRUCTOR

Dr. Harris served in the USAF as Electronic Warfare Officer in the B-52G/H models and completed both a military and a civil service career with a total of 42 years of Federal service. In his final civil service position, he served as the Dean of the Community College of the Air Force. Dr. Harris serves as an adjunct faculty member for Pennsylvania State University and has served in adjunct positions at the Air Command and Staff College, and Troy University.

Education: Ed.D. Career Technology. MS in Adult and Vocational

Dr. Cain served for 38 years on active duty and as a Department of the Air Force Civilian. He earned his commission through Officer Training School in 1981 and served as a B-52 Radar Navigator for 12 years. During this time, he logged 3,200 flying hours including more than 200 combat hours during Operation Desert Storm. He was a Distinguished Graduate of the Air Command and Staff College resident program and subsequently served there as a faculty member, course director, and Dean of Education. He is also a graduate of the Air War College resident and non-resident programs. Dr. Cain was the editor-in-chief of Air and Space Power Journal and the founding editor-in-chief of Strategic Studies Quarterly. He is the author of *The Forgotten Air Force: The French Air Force and Air Doctrine in the 1930s* (Smithsonian Institute Press, 2002), and book chapters and articles in peer-reviewed journals on issues dealing with military history, airpower, professional military education, effects-based operations, and regional threats from weapons of mass destruction. He culminated his career in federal service as the Air University Chief of Academic Affairs.

Education: Ph.D., History; M.S., Aviation Science; M.S, Strategic Studies



DR. ANTHONY C. CAIN
ISD AND INSTRUCTOR



MARTIN RAMEAU
INSTRUCTOR

Martin Rameau is a 20-year Air Force Veteran. He has spent the past 12 years in different forms of adult education and leadership/management training. Mr. Rameau has received a Master Instructor certification, CIC levels I, II, and III certifications, and Instructional Systems Development Certification. He retired from active duty as an instructor in the Non-Commissioned Officer Academy in 2017. Since retiring he has taught leadership and development courses at a Fortune 500 company, taught new military members critical thinking and life skills, and developed a micro-badging certification program for Air University which allows military and civilians the ability to quantify their talents, skills, and experience.

Education: Masters of Business Administration

Mrs. Side's background includes 10 years of experience with Student Support and Assistant Course Director for the SARC and SAPR VA courses at the Eaker Center. She assisted students with registration into the courses, setting up Canvas accounts and updating course materials with HAF Functional to ensure all were up to date and in line with NOVA certification. She assisted students with any and all needs or concerns that they might have.

Education: Computer Information Systems coursework



BARBARA SIDES
STUDENT SUPPORT

Ms. Hunt has served 11 years in the USAF as a Knowledge Operations (Administrative) Manager and an Education and Training Manager. She has spent the last 6 years of her career in Education and Training. After serving on several ADOS tours, Shatoria accepted a job as an education technician for the Civilian Associate Degree Program. Shatoria works in Student Support handling administrative duties.

Education: B.S. Criminal Justice/Digital Forensics



SHATORIA HUNT (TORI)
STUDENT SUPPORT

Ms. Thomas began her career in education as an elementary school teacher, eventually joining the CADP program as a Registrar Coordinator. Currently her duties have shifted over into an academic advisor role. She continues to assist students on their educational journey through guidance and encouragement.

Education: B.A. Marketing



AZURE THOMAS
ACADEMIC ADVISOR AND
ORIENTATION INSTRUCTOR



Since starting with DAF Civilian School in 2017, she has served as an Education Tech Assistance, Registrar Coordinator and Performance Management Coaching Instructor and now as an Academic Advisor and Instructor. Chiquita has over 10 years of management experience and over 5 years of online experience as a Learning and Leadership Development Trainer and Team Leader.

Education: MBA in Business Administration (Management)

DR. CHIQUITA BANKHEAD

ACADEMIC ADVISOR AND
ORIENTATION INSTRUCTOR

Mrs. Beard hails from Mobile, Alabama and has been a resident of Montgomery, Alabama since 2016. Her graduate studies provided her with invaluable experience in working with diverse learners, data measurement and evaluation methods. Before coming to the Civilian Associates Degree Program, she was a Program Coordinator and Instructor for STARBASE, a DoD funded S.T.E.M. program, on Maxwell AFB. During her tenure, she spearheaded the start of an extracurricular S.T.E.M. program for at risk youth in the tri-county area. This afforded her the opportunity to design new curriculum aligned with Nation S.T.E.M. standards; an area of both personal and professional interest. Prior to STARBASE, Jamichael worked as an educator in the local school system, serving as both a Department Head and a Teacher Mentor. Jamichael inherited her passion for curriculum and instruction from her mother, an educator and remains devoted to being a life-long learner.

Education: M.A. Education



JAMICHAEL BEARD

ISD AND INSTRUCTOR

Leadership Development Team

Dr. Dannar has over 30 years of experience leading teams at the highest levels in the Government Sector. He spent much of that time as an internal consultant concentrating on leadership development, global organizational alignment, change, strategy, talent management, and organizational design for various governmental organizations across the globe; including South Korea, Europe, and the Middle East. He has also directed the analyses and design approach for CADP curriculum and has written four of the ten core courses. Dr. Dannar's academic interests and published writings focus on global organizational change, generational issues, leadership, and the workforce of the future. He is a sought-after speaker on leadership and workforce topics most notably generational issues at work. Dr. Dannar is currently working with Harvard on Meta-Leadership principles and how they apply to the Department of the Air Force.



DR. PAUL DANNAR
DIVISION CHIEF, LEADERSHIP
DEVELOPMENT

Course Director:

Education: Doctorate in Strategic Leadership

VACANT

COURSE DIRECTOR,
TACTICAL LEVEL

VACANT

COURSE DIRECTOR,
OPERATIONAL LEVEL

VACANT
COURSE DIRECTOR,
STRATEGIC LEVEL



DANIEL J. MCKINLEY
INSTRUCTOR

Mr. Daniel McKinley, Major, USAF (Ret) has over 30 years of leadership experience in the Air Force serving in the enlisted and officer ranks and in his present position. His enlisted career was highlighted as a handpicked administrative assistant working directly for the Secretary of the Air Force. He served and led as a space and missile operator and instructor and also in the educational arena as an instructor and Academic Chair in various positions within Air University. Dan spent 22 years on active duty and presently serves as the Program Manager for the Leadership and Development division at the Air Force Civilian Development School. Dan instructs in the Emerging Leader Course and assists in the Developing Team Leader Course.

Education: Master's degree in Education

Mr. Honaker has over 30 years of experience as a follower and team leader in the Government Sector. Mark's background in four distinct career fields: Security, Communications, Financial Management, and Education gives him a unique perspective on team building, leadership, and organizational change that enables him to relate well to others in our diverse work environment. Mark has been involved in some form of training and education since the very beginning of his government tenure and is a talented instructor. He instructs in the Developing Team Leader Course.

Education: Master's degree in Adult Education



MARK HONAKER
INSTRUCTOR

Mr. Donald M. Schaubert Jr., Col, USAF (Ret), has over 30 years of leadership experience at the highest levels in the United States Air Force and Civilian Government Sector. Don's senior-level assignments and commands include executive assistant to the Commander, United States Strategic Command, Commander of the 35th Student Squadron, and Vice Commandant of the Squadron Officer School. With an extensive background in international relations, Don also served as the Air Attaché assigned in Peru and as Commandant of the International Officer School at Maxwell AFB. He is a sought-after instructor on political-military operations, diplomacy, and currently teaches the Emerging Leader Course for the Air Force Civilian Development School.

Education: two Masters in National Security and Strategic Studies from the Naval War College and Air War College



DONALD M. SCHAUBERT JR.
INSTRUCTOR

Brenda M. Abbott, spent the majority of her 22 year civil service career in the Morale, Welfare, and Recreation squadron. Brenda began her career in Child Development at Spangdahlem AFB Germany. She received a BS in Family Life Studies and went on to roles as a Family Child Care Coordinator, Training and Curriculum Specialist and Supervisory CDC Director. She moved to the Education and Training Center at WPAFB where she taught NEO, Leadership, and various soft skills courses before becoming an online instructor at the Eaker Center at Maxwell AFB. Brenda currently teaches in the Emerging Leader Course.

Education: Masters in Business Education; currently pursuing a doctorate in adult education with a focus on online settings



BRENDA M. ABBOTT
INSTRUCTOR



ERIC J. MCGREEVY
INSTRUCTOR

Mr. Eric J. McGreevy, Major, USAF (Ret) has over 30 years of leadership experience in both the enlisted and officer ranks. As an NCO, he was “Master Instructor” certified. As a Logistics Readiness Officer, he was in charge of Pope AFB’s Air Terminal Operations Center, Rhein Main Air Base’s Passenger Terminal, and deployed to Afghanistan as an embedded mentor to the Afghan National Army. His last active duty assignment was teaching leadership and overseeing distance learning for Squadron Officer School. Since then, Eric has been a Program Manager for a government contractor and taught several different courses at the Eaker Center.

Education: Master’s degree in Management with a concentration in Leadership

Mr. Mike Wester, CMSgt, USAF (ret) brings 28 years of active duty experience to the team. He gained extensive leadership and instructional experience during his active duty career. In his final assignment, Mike was the Commandant of the Air Force Chief Master Sergeant Leadership Academy at Maxwell AFB, AL. He also served as a superintendent at the group and squadron levels. Mr. Wester currently teaches the Emerging Leader Course for the Civilian Leadership Development School.

Education: M.S., Adult Education



MIKE WESTER
INSTRUCTOR



MIKE HAGEN
INSTRUCTOR

Mr. Mike Hagen, LtCol, USAF (Ret) has over 40 years of experience teaching and leading teams at the highest levels in the Government Sector. While on active duty, Mike served as a Radar Navigator on B- 52s, FCO on AC-130s and in PME. Mike has taught at Air University’s Eaker Center for Leadership Development, Squadron Officer School, and Air Command and Staff College. Mike has instructed extensively in Supervisor and Manager Development courses within the Civilian Leadership Development School and currently teaches in the Developing Team Leader Course.

Education: Master’s degree in Counseling and Human Development.

Managerial and Supervisory Development Team

Dr. Logan has been assigned to Maxwell AFB since 2016. Assigned to the Eaker Leadership Development Center in 2017, Dr. Logan is the Chief of Academic Operations at the Civilian Leadership Development School. He is responsible for the day to day operations of both the Civilian Associate Degree and Professional Continuing Education Programs which graduate over 24,000 Department of the Air Force civilians annually. He retired from serving in the active duty Department of the Air Force after 26 years in 2006, where he was twice recognized as the Air Force's best Education and Training Manager of the year. Since retiring, Dr. Logan has led Force Development offices at Charleston Air Force Base (AFB), SC, JB Lewis-McChord, WA, Kirtland AFB, NM, and Maxwell AFB, AL. Dr. Logan brings over 35 years of Air Force experience in Education and Training to the Civilian School where he serves as a coach and mentor to over 40 team members.

Education: EdD in Global Training and Development



DR. MARK LOGAN
DIVISION CHIEF, MANAGERIAL AND
SUPERVISORY DEPARTMENT



ROB RUSSELL
COURSE DIRECTOR,
SUPERVISOR DEVELOPMENT

Mr. Russell retired from the Army in October 2010 as a Lieutenant Colonel after serving his country for over 27 years. Mr. Russell served two tours in the education field, one within the Army Logistics University system and one at Auburn University within the Army Logistics University system and one at Auburn University at Montgomery. After retiring from the Army, Mr. Russell continued to work in education as a contractor for Auburn University at Montgomery. Following this he took a two year break from education to serve the State of Alabama and her indigenous people as a political appointee serving as the Executive Director, Alabama Indian Affairs Commission. He has previously served as both a Tribal and State delegate to the National Congress of American Indians and the Governors' Interstate Indian Council Mr. Russell re-entered the education field as a contractor at Air Universities' eSchool for Professional Development as well as the Ira C. Eaker Center for Leadership Development.

Education: Master's of Science in Education, with some Doctoral work

VACANT
COURSE DIRECTOR,
MANAGERIAL DEVELOPMENT

Dr. LeNetta Banks Williams has 20 years of leadership experience and a passion for training. She began her career at the U.S. Air Force Academy leading professional development training in the area of human relations which led to a career in Human Resource Management and Chief of Equal Opportunity. A sought after speaker and executive coach, her efforts have led to research professor opportunities in psychology, human services, entrepreneurship, communications, sociology and diversity courses. Dr. Williams has taught various courses at Air University and currently teaches in the Emerging Leader Course for the Air Force Civilian Development School

Education: PhD in Human Services



DR. LENETTA BANKS WILLIAMS

COURSE DIRECTOR

PERFORMANCE MANAGEMENT COACHING

VACANT

COURSE DIRECTOR

INTERPERSONAL SKILLS DEVELOPMENT

VACANT

PCE SUPPORT



DR ROBERT SOUTHARD

ISD

Dr Robert Southard, CTR, serves as a Contractor, Instructional Systems Designer. Dr. Southard has over 18 years of experience in education. For the last six years he has been a contractor as instructional/curriculum designer and instructor. He is proficient in research, graphic design, and many other areas. His years of experience makes him an expert in educational issues, technology, LMS, teaching strategies, online education, course design, curriculum development. He is a jack of all trades and enjoys adding new skills to his expanding tool box.

Education: Ph.D. Adult Education

Kevin M. Lynn, CTR, serves as an Instructional Systems Designer. Mr. Lynn is a highly skilled instructor, supervisor, curriculum developer, planner, and programmer. Mr. Lynn has been with the DAF for 41 years. He possesses over twenty-five years of Instructor, Instructor Supervisor, Curriculum Manager, and Course Chief experience for five levels of DAF training/education. He is a retired Chief Master Sergeant with 27 years of active duty experience. He is also a retired GS-13 and was the Director of Education at the Barnes Center for Enlisted Development. He is a combat decorated veteran and was the first commandant for the Iraqi Army Military Police Academy, Taji, Iraq. He received the Bronze Star Medal from the Department of the Army for his time in Iraq.



KEVIN M. LYNN
ISD

Education: M.A. Education and M.S. Political Science



CLAYTON CARVER
ISD

Clayton Carver, CTR, serves as an Instructional Systems Designer. Mr. Carver has over 24 years' experience working for the Department of the Air Force in both enlisted and government contract capacities. His Air Force, active duty background includes work in the Aircraft Armament, Pharmacy, Missile Alert Facility, and Professional Military Education career fields. His ISD roles include tenures as NCOIC, Senior Programs Team at the Barnes Center for Enlisted Education and Instructional Systems Designer at both, the Air Force Negotiation Center and Eaker Center. Over the years he has developed CCAF and Air University approved managerial and leadership development courses supporting over 70,000 enlisted Air and Space personnel annually. Mr. Carver is currently responsible for curriculum development for the CLDS Manager and Supervisor Training (MST) team in support of all DAF Civilian educational efforts

Education: M.S. Adult Ed.- Curriculum & Instruction (In progress - 2021)

Mr. Edgar Omar Rodriguez, Maj, USAF (Ret) has over 30 years of leadership experience in communications and instruction in the United States Air Force and Civilian Government Sector. Omar was instrumental in developing a revolutionary blended e-Learning method of course delivery that has saved DoD and the Air Force millions of dollars in the past 11 years. He serves as the Program Manager for the Managerial and Supervisory courses within the Civilian Leadership Development School. He holds a B.S. in Computer Science and is also a skilled graphic (static and motion) designer as well as an accomplished web designer. Omar instructs in the New Supervisor Course, New Manager Course, and Military Personnel Management Course.

Education: B.S. in Computer Science



EDGAR OMAR RODRIGUEZ
INSTRUCTOR



LORRIE CARTER
INSTRUCTOR

Ms. Lorrie Carter, Maj, USAF (Ret) spent 21 years active duty in the Air Force as a medic, Program Manager, and Professional Military Education instructor. Upon retiring, she has spent almost a decade in the role of Instructor and Curriculum Designer for the Eaker Center Civilian Leadership Development School. In her role, she is responsible for the online/distance learning of up to 2000 students per year. She is also instrumental in keeping curriculum current by updating existing materials and creating new modules for web-based learning according to generally accepted instructional design principles. Lorrie has a B.A in Organizational Management and a MBA with a concentration in Health Care Administration. Lorrie is the primary facilitator for the Experienced Supervisor Course and assists with the New Supervisor Course.

Education: MBA with a concentration in Health Care Administration

Mr. Bitrus Cobongs has over 30 years of experience leading teams at various levels in different organizations and cultures. Bitrus spent much of that time as an organizational leader concentrating on leadership training and development, non-governmental organizational leadership, religious organizational leadership, and governmental and military leadership development in several countries including Nigeria, Kenya, Sierra Leone, Ghana, South Africa, and Korea. Bitrus is a Major in the AF Reserves, holds three master's degrees in the fields of languages and leadership and is currently writing a dissertation on leadership challenges in Nigeria. He is a sought-after speaker on leadership and mentoring topics among African governments and religious organizations. Bitrus instructs in the New Supervisor Course.



BITRUS COBONGS
ISD

Education: Three master's degrees in the fields of languages and leadership



MICHAEL J. YOUNG
ISD

Mr. Michael J. Young, Chief Master Sergeant (Ret) served 30 years on active duty, serving Security Force Defenders as a Squadron Superintendent and then later devoting his leadership experience to developing newly promoted Chief Master Sergeants as a Professional Military Education Instructor at the Chief Leadership Course. He has earned a Bachelor's Degree in Criminal Justice from Park University (Magna cum Laude), a Master's Degree in World History from Norwich University, and a Graduate Certificate in Higher Education Teaching from Harvard University. Michael is also a Peer Reviewer for the Air & Space Power Journal, the Air Force's premiere academic journal. Mike currently instructs in the New Supervisor Course.

Education: Master's Degree in World History from Norwich University, and a Graduate Certificate in Higher Education Teaching from Harvard University

Mr. Don Schroeder, Chief Master Sergeant (Ret) holds vast leadership experience including time as military active duty, civilian, and contractor. Nearly all of his 30-plus years on active duty were within the personnel, education, and training arenas. He held multiple senior leadership positions including a two-time Wing Command Chief, the Vice Commandant for Air Force's College for Enlisted Professional Military Education, and the Education and Training Functional Manager at two Air Force Major Commands. After retirement, he became an Air Force contractor sharing his expertise as a curriculum developer/instructor by teaching supervisory and managerial courses. He is also a leadership mentor and guest speaker to various units across the Air Force and entities assigned within the USAG Benelux region.

Education: Master degrees in Education and Business and is working towards a Doctorate in Educational Leadership



DON SCHROEDER
ISD AND INSTRUCTOR



JESSICA STRAUGHN
COURSE SUPPORT

Ms. Jessica Straughn works in Course Support/Student Services for the civilian workforce development courses offered by the Civilian Leadership Development School. She has been working in online education for the last four years. Jessica has worked with all of our courses on the Supervisory/Managerial and Development side.

Mrs. Learean Huffman-Wright has over 10 years in residence and online education experience and over 19 years of experience supervising personnel. Learean is the Task Lead for Course Support/Student Services with Supervisory/Managerial and Development Courses. Learean has worked with all of our courses on the Supervisory/Managerial and Development side. Learean is currently working as a contractor at Eaker Center for Leadership Development/Civilian Leadership Development School.



LEAREAN HUFFMAN-WRIGHT
COURSE SUPPORT



CHRISTIE M. ACRE
COURSE SUPPORT

Mrs. Christie M. Acre is from Opelika, AL and graduated from Beauregard High School. She has spent 26 years as an Air Force Spouse. Christie has lived in Nebraska, New Mexico, Colorado, Alabama, Naples, Italy, Ramstein, Germany and back to Maxwell AFB, where her husband retired and they currently reside in Prattville, AL. She has been with Course Support at the Ira C. Eaker Center for Leadership Development for 8 years, where her primary focus is the Experienced Supervisor Course.

Ms. Adrean McMillion serves as in Course Support/Student Services. Ms. McMillion has over 10 years of dedicated experience as an office administrator in the civilian and military sector. Adrean is currently serving her 10th enlisted year in the Air National Guard while maintaining her career as a civilian government contractor. She is responsible for the course support of the Emerging Leader Course (ELC) and Developing Team Leader Course (DTLC) and also assists where needed in other program courses.



ADREAN MCMILLION
COURSE SUPPORT



APRIL LANGFORD
COURSE SUPPORT

Ms. April Langford serves as a Course Support. She grew up in Greenville, AL, just South of Montgomery. She work Course Support for the school's professional continuing education courses. She has a grown son and enjoys spending time with my family and friends, cooking, going to the beach, and working on repurposing projects at home.

Education: Associates degree in Office Administration.

Mrs. Calloway Norman has over 28 years of experience in Business Administration in Healthcare, as well as State and Local Government. Additionally, Mrs. Calloway Norman has spent the last seven years in training and development with an emphasis on Instructional Systems Design. In the field of Healthcare, she was responsible for the Medial Billing and Coding for Marianjoy Medical Group and also the training of all Staff Physicians to use POS (Point of Service) and Software. Mrs. Calloway Norman has been a lead instructor, trainer and instructional systems designer. In her role as, Budget Training Manager for the State of Alabama Enterprise Resource (ERP), she was responsible for the design, testing, training, and implementation of accounting software application. Each of her previous roles have allowed her to cultivate strong change management skills.

Education: Master's in Business Administration



FELICIA CALLOWAY NORMAN
COURSE SUPPORT

Ms. Laurie Edmondson serves as the Coaching Program Lead for the Performance Coaching team at the Eaker Center. In this capacity, Ms. Edmondson researches, develops, and delivers content at all levels for online and in-residence coaching courses. Ms. Edmondson leads the instructional team in performance coaching, which has its roots in positive psychology. She has taught English at the secondary level both domestically and overseas, and she has conducted psychological and medical research at both the University of Michigan Child Health Evaluation and Research Center (CHEAR) and at the Traumatic Brain Injury Clinic at Womack Army Medical Center on Fort Bragg.

Education: MA, Psychology



LAURIE EDMONDSON
INSTRUCTOR



SAMUEL JASON TAYLOR
INSTRUCTOR

Mr. Samuel Jason Taylor serves as the Education Lead for Performance Management Coaching Team and Performance Management Coaching Instructor. Mr. Taylor has been part of teams within the fields of education and government, including service in leadership roles, for twenty years. He has experience in both the public and private sectors as a trainer, educator, and athletics coach and is skilled in andragogy, instructional design, curriculum development, and coaching. Mr. Taylor is an Air Force Certified Academic Instructor and serves as the Education Lead and a Performance Coaching Instructor for the Performance Coaching Team. He is currently in the final stages of becoming a Board-Certified Leadership Coach.

Education: MS Adult Education

Mr. Eric Reid, Major (Ret) serves as the Project Lead, Performance Management Coach instructor and adjunct faculty (contractor). As one of the Performance Management Coach instructors, he develops and delivers content for online and in-residence coaching courses. In addition to specializing in instruction of Performance Management Coaching courses, he formerly served as one of the contract adjunct faculty for multiple courses in the civilian associate degree courses. He has extensive teaching and curriculum development experience as an instructor at the Air Force's Officer Training School and Air Force's Squadron Officer School. Maj Reid is retired with 20 years combined service with the US Navy and US Air Force. He served at multiple levels of command with assignments stateside and overseas with deployments to Europe, Kuwait, and Afghanistan.

Education: M.S. Military Operational Art and Science



ERIC REID
INSTRUCTOR



SHANNON SMITH
INSTRUCTOR

Shannon G. Smith, Lt Col (Ret), serves as a Contract Instructor, Performance Management Coaching. He has extensive teaching and curriculum development experience, primarily in the professional military education arena. He served previously as an instructor at the Air Force's Squadron Officer School, Air Command and Staff College, the United States Marine Corps Command and Staff College and served as the Dean of Education at the Air Force's International Officer School. A retired Air Force Lieutenant Colonel with 24 years of service, he served as a Security Forces officer during which time he commanded one training brigade and three Security Forces squadrons. He also co-authored and edited AU-2, Guidelines for Command, the Air Force's official squadron commander handbook and was a founding member of the Air Force Leadership Institute.

Education: M.S, Adult Education, M.S. Military Operational Art and Science

Workforce Development Team

Ms. Richardson has over 17 years' experience working in the Air Force, including over a decade as an AF civilian. She has over ten years' experience in the academic field, as both faculty and instructional systems designer. She has spent an additional four years in the Airman and Family Readiness field. She was also a key developer in creating the initial academic and administrative structures of the Civilian Associate Degree Program. She brings her understanding of emotional intelligence skills to Workforce Development to develop a new series of professional development offerings focused on engagement in the workforce.

Education: Master's in Counseling and Guidance in Education



ANNA LISA RICHARDSON
CHIEF, WORKFORCE DEVELOPMENT
DEPARTMENT

VACANT

COURSE DIRECTOR,
NEW EMPLOYEE ORIENTATION

VACANT

COURSE DIRECTOR,
FOUNDATIONAL STUDIES

Mr. Wayne Solley has served the nation for 31 years as an enlisted Computer Network Cryptographic and Switching Systems Craftsman, a Cyberspace Operations Officer, and as a civilian working as both an Information Technology and Instructional Systems Specialist. He has 10 years of experience teaching at an Air Force Technical School, Alabama State University, and Auburn University. Mr. Solley also served as a Project Manager for Air University/A6 and as the Information Technology Service Management Team Lead at the 26th Network Operations Squadron. Mr. Solley also holds various certifications including Master Instructor, Occupational Instructor, and Security+. Most recently, Mr. Solley served as a member of the Virtual/Augmented Reality Research Task Force while at Air Command and Staff College (ACSC).



WAYNE SOLLEY
EDUCATIONAL TECHNOLOGIES

Education: Master of Science in Technical Education, Master of Military Operational Art and Science, Master of Science in Computer Science



REBECCA SAMPSON
ISD

Mrs. Rebecca Sampson, has over 40 years of experience in the government supervising in Personnel and IT and an Instructor/Curriculum Developer at the Force Support Personnel Professional Development School, Eaker Center of Professional Development, at Maxwell AFB, AL. Currently working as a contractor at the Civilian Leadership Development School. Mrs. Sampson has been involved in the New Employee Orientation Course, the New Manager Course, and the Experienced Manager Course.

STEVEN ANDERSON
TECHNOLOGY SUPPORT

GREG ANDREWS
INSTRUCTIONAL DESIGN

Mr. Matthew Gilmore serves as a Graphic Designer. He comes to the team with 20+ years experience in graphic design and website design, with experience developed at advertising agencies, newspaper, as well as large and small commercial print shops. He enjoys playing the guitar. He has lived in the Montgomery, Alabama area for most of his life.



MATTHEW GILMORE
TECHNOLOGY/GRAPHIC DESIGN

Meet the Innovation Support Team



BRIAN SCHOOLEY

CHIEF, HUMAN RESOURCES SUPPORT

Brian Schooley served in the Air Force for over 26 years and retired in 2010. He began his career in 1984 as an enlisted member and earned his commission in 1992 and retired as a Lieutenant Colonel. He had a wide variety of assignments at various levels of command, to include duties at Squadron Officer School, the Pentagon, and as a squadron commander at Misawa Air Base, Japan. Most of his service was in the Force Support career field. After his retirement, he served as a Program Manager and an Instructor/Curriculum Developer for eight years at the Eaker Center of Leadership Development, at Maxwell AFB, AL. He led a team of twenty-two contractors responsible for the delivery of nine supervisory, managerial, and leadership development courses, educating over twelve thousand students across the Air Force annually. He joined the Civilian Leadership Development School in August 2020 as the Chief, HR Support. He is also a published author and essayist. He is a 9-time national finalist and George Washington Medal Winner of the Freedoms Foundation of Valley Forge Military Essay Contest, and his book “Sermons From Outside the Pulpit” was published in 2001.

Education: M.S. Human Resource Management, M.S. Military Operational Art and Science

VACANT

RESEARCH INTEGRATION

AWAITING
ONBOARDING

CADP Course Schedules FY21-23

CADP Cohort 2 (Dec 18 - Sep 21)

Course - Class	State Date	Stop Date
OA – SOAR	3 Dec 2018	27 Jan 2019
OB – DSST Prep	4 Feb 2019	29 Mar 2019
OC – CLEP Prep	1 Apr 2019	24 May 2019
OD – AF Academic Writing	3 Jun 2019	26 Jul 2019
Professionalism in the DAF	12 Aug 2019	13 Oct 2019
Foundations of Leadership	21 Oct 2019	22 Dec 2019
History/Heritage of the DAF	13 Jan 2020	15 Mar 2020
Introduction to Management	23 Mar 2020	24 May 2020
Principles of Leadership I	1 Jun 2020	2 Aug 2020
Thinking, Logic and Decision Making	10 Aug 2020	11 Oct 2020
Conflict Resolution	19 Oct 2020	20 Dec 2020
Organizational Culture	11 Jan 2021	14 Mar 2021
Process Improvement	22 Mar 2021	23 May 2021
Principles of Leadership II	31 May 2021	1 Aug 2021

CADP Cohort 3 (Dec 19 - Jul 22)

Course - Class	State Date	Stop Date
OA – SOAR	2 Dec 2019	2 Feb 2020
OB – DSST Prep	3 Feb 2020	27 Mar 2020
OC – CLEP Prep	6 Apr 2020	29 May 2020
OD – AF Academic Writing	8 Jun 2020	31 July 2020
Professionalism in the DAF	10 Aug 2020	11 Oct 2020
Foundations of Leadership	19 Oct 2020	20 Dec 2020
History/Heritage of the DAF	11 Jan 2021	14 Mar 2021
Introduction to Management	22 Mar 2021	23 May 2021
Principles of Leadership I	31 May 2021	1 Aug 2021
Thinking, Logic and Decision Making	9 Aug 2021	10 Oct 2021
Conflict Resolution	18 Oct 2021	19 Dec 2021
Organizational Culture	10 Jan 2022	13 May 2022
Process Improvement	21 Mar 2022	22 May 2022
Principles of Leadership II	30 May 2022	31 Jul 2022

CADP Cohort 4 (Oct 20 - Mar 23)

Course - Class	State Date	Stop Date
OA – SOAR	12 Oct 2020	20 Nov 2020
OB – DSST Prep	22 Mar 2021	23 May 2021
OC – CLEP Prep	11 Jan 2021	28 Feb 2021
OD – AF Academic Writing	11 Jan 2021	14 Mar 2021
Professionalism in the DAF	22 Mar 2021	23 May 2021
Foundations of Leadership	31 May 2021	1 Aug 2021
History/Heritage of the DAF	9 Aug 2021	10 Oct 2021
Introduction to Management	18 Oct 2021	19 Dec 2021
Principles of Leadership I	10 Jan 2022	13 Mar 2022
Thinking, Logic and Decision Making	21 Mar 2022	22 May 2022
Conflict Resolution	30 May 2022	31 Jul 2022
Organizational Culture	8 Aug 2022	9 Oct 2022
Process Improvement	16 Oct 2022	18 Dec 2022
Principles of Leadership II	9 Jan 2023	12 Mar 2023

Leadership Development Department FY21 Schedule

USAF Emerging Leader Course

Course - Class	State Date	Stop Date
ELC - 21A	6 Oct 2020	9 Nov 2020
ELC - 21B	10 Nov 2020	18 Dec 2020
ELC - 21C	5 Jan 2021	8 Feb 2021
ELC - 21D	16 Feb 2021	22 Mar 2021
ELC - 21E	30 Mar 2021	3 May 2021
ELC - 21F	11 May 2021	14 Jun 2021
ELC - 21G	13 Jul 2021	16 Aug 2021
ELC - 21H	24 Aug 2021	27 Sep 2021

Developing Team Leader Course

Course - Class	State Date	Stop Date
DTLC - 21A	19 Jan 2021	25 Feb 2021
DTLC - 21B	16 Mar 2021	22 Apr 2021
DTLC - 21C	4 May 2021	10 Jun 2021
DTLC - 21D	20 Jul 2021	26 Aug 2021

Managerial and Supervisory Department FY21 Schedule

Military Personnel Management Course (MPMC)

Course - Class	State Date	Stop Date
MPMC - 21A	7 Oct 2020	2 Nov 2020
MPMC - 21B	13 Jan 2021	8 Feb 2021
MPMC - 21C	17 Feb 2021	15 Mar 2021
MPMC - 21D	31 Mar 2021	26 Apr 2021
MPMC - 21E	12 May 2021	7 Jun 2021
MPMC - 21F	14 Jul 2021	9 Aug 2021
MPMC - 21G	25 Aug 2021	20 Sep 2021

USAF New Supervisor Course

Course - Class	State Date	Stop Date
NSC - 21A	1 Oct 2020	31 Dec 2020
NSC - 21B	1 Feb 2021	30 Apr 2021
NSC - 21C	1 Jun 2021	31 Aug 2021

USAF Experienced Supervisor Course

Course - Class	State Date	Stop Date
ESC - 21A	1 Oct 2020	31 Dec 2020
ESC - 21B	1 Feb 2021	30 Apr 2021
ESC - 21C	1 Jun 2021	31 Aug 2021

New Manager Course (NMC)

Course - Class	State Date	Stop Date
NMC - 21A	1 Nov 2020	31 Jan 2021
NMC - 21B	1 Mar 2021	31 May 2021
NMC - 21C	1 Jul 2021	30 Sep 2021

Experienced Manager Course (NMC)

Course - Class	State Date	Stop Date
EMC - 21C	1 Jul 2021	30 Sep 2021



CIVILIAN PROFESSIONAL DEVELOPMENT

*We develop DAF civilians to be engaged,
productive, integral members of the DAF team.*

For more information, find us at:

<https://www.airuniversity.af.edu/Eaker-Center/DAFCS/>